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ABSTRACT

This code book is a duplication of the Wisconsin Administration Code as it pertains to the Certification Rules PI 34 of the Department of Public Instruction. The 13 subchapters focus on: (1) "Definitions"; (2) "Wisconsin Standards" (teacher standards, administrator standards, and pupil services standards); (3) "Program Approval and Appeals" (implementation, program approval, appeal procedure, experimental and innovative programs, and review and modification of rules); (4) "Institutional and Program Standards" (e.g., organization and administration of teacher education programs, faculty, student services, and conceptual framework); (5) "Licenses and Stages" (e.g., initial educator license, professional educator license, master educator license, and intern licenses); (6) "Licensing Continuation and Conversion"; (7) "Teaching Categories and Levels" (e.g., teaching categories at the early childhood through middle childhood levels, middle childhood through early adolescence levels, and early adolescence through adolescence levels); (8) "Pupil Services Categories"; (9) "Administration Categories"; (10) "Supplementary Categories"; (11) "Additional Licenses"; (12) "License Revocation"; and (13) "Professional Standards Council." (SM)

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Chapter PI 34

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Teacher Education Program Approval and Licenses

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Chapter PI 34

TEACHER EDUCATION PROGRAM APPROVAL AND LICENSES

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Subchapter I — Definitions

PI 34.01 Definitions. In this chapter:

(1) "Accredited" means that an educational institution meets required educational standards or accepted criteria of quality in its educational program as established by a recognized state, regional, or national accrediting agency.

(2) "Administrator" means a person whose leadership in a district, school building or program area focuses on improved student learning by managing, supervising, mentoring and evaluating professional staff and by directing programs, curriculum, instruction, student assessment, and business administration in a public or private religious or nonsectarian school.

(3) "Advanced program" means a professional education program leading to licensure offered at the post baccalaureate level.

(4) "Aide" means a school employe who works under the direct supervision of a licensed teacher in a school or district whose responsibilities include, but are not limited to, supporting the lesson plan of the licensed teacher, providing technical assistance to the teacher, helping with classroom control or management, and other duties as assigned. Aides may not serve as substitute teachers.

(5) "Alternative education program" means an instructional program, approved by a school board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curriculum programs. "Alternative education program" does not include a private school, a special education program as described under ch. PI 11 or a home–based private educational program.

(6) "Approved program" means a professional education program developed and offered by or collaboratively between IHEs, or an alternative standards–based training and assessment program in Wisconsin, approved by the state superintendent under s. 115.28 (7), Stats.

(7) "Classroom" means an area or space in a school designated for instructing pupils.

(8) "Clinical program" means supervised experiences in a school setting which provide practical experience for the student enrolled in a professional education program including prestudent teaching, student teaching, practicum and internships.

(9) "Communication skills" means proficiency in reading, writing, mathematics, speaking, listening, media and technology including computers and emerging technology along with the ability to use those skills for instruction.

(10) "Concentration" means a field of study in which a student completes an approved program leading to licensure by completing the required SCD course of study in the area, or for which a student exhibits, through approved performance criteria, including passing the standardized test required by the state superintendent in the field or through a portfolio review process for license conversion, skill in the area equivalent to that IHE program.

(11) "Conceptual framework" means the standards, assessments and benchmarks used by an institution of higher education to determine the communications skills, human relations and teaching dispositions, content knowledge, pedagogical knowledge and teaching practice competence of students who are candidates for a license.

(12) "Consultant" means a specialist or resource person whose advice is sought in improving an educational program, facilities, or methods of cooperation, limited to a specified period of time less than a full–time appointment, for a specified purpose or program.

(13) "Contact hour" means a 50–minute class period.

(14) "Content knowledge" means understanding the central concepts, tools of inquiry, and structures of a subject area.

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(15) "Continuous process review" means a system of review and approval of teacher education programs whereby program results are reviewed by the department annually and approval is granted by the state superintendent on a five–year basis.

(16) "Cooperating teacher" means a licensed school professional who supervises students during their clinical programs in cooperation with the college or university supervising staff.

(17) "Course" means organized subject matter in which instruction is offered within a specified period of time and for which credit is usually granted by an accredited college or university.

(18) "Department" means the Wisconsin department of public instruction.

(19) "Equivalency" means the state or condition of being equal or comparable in value, meaning or effect, to given criteria established for courses, course work, programs or experiences.

(20) "Full–time teaching" means employment under contract as a classroom teacher for a minimum of one class period or contact hour for at least 180 days in a school year.

(21) "General education program" means that component of the college or university baccalaureate degree program which emphasizes the study of the behavioral and social sciences, fine arts, humanities, natural sciences, and mathematics.

(22) "IHE" means an institution of higher education located in Wisconsin or out of state that is an accredited, four–year, baccalaureate degree granting institution.

(23) "Initial educator" means an individual who has successfully completed an approved program and who is licensed by the department for the first time in a particular level or category.

(24) "Initial program" means the program that when completed qualifies an individual for his or her first license.

(25) "Institution" means a private or public college or university engaged in the preparation of professional school personnel in Wisconsin.

(26) "Institutional endorsement" means written verification from the certifying officer at an institution which prepares professional school personnel that the applicant has satisfactorily completed the approved program and is recommended for a specific level or category license.

(27) "Integration" means a curriculum framework using thematic units as an organizing principle where important concepts or topics related to the theme are identified and content and skills are integrated and used without regard to subject area lines.

(28) "Interdisciplinary minor" means the completion of an array of courses in language arts, mathematics, science and social studies as part of an approved program that authorizes the individual to teach integrated and interdisciplinary courses at the middle school level.

(29) "Intern" means an enrolled student in an approved program who is licensed by the department and may be assigned to a paid position in a school as part of a clinical program.

(30) "Knowledge" means having the understanding of and ability to communicate the basic concepts of a field of study.

(31) "License" means a document, including permits, issued by the department under this chapter granting authority or permission to serve as an educator in Wisconsin public schools and is available to educators in private religious and nonsectarian schools.

(32) "Major" means a field of study in which a student completes an academic specialization as part of an approved program leading to a license.

(33) "Master educator" means an individual who demonstrates through performance the knowledge, skills, and dispositions to improve pupil learning and qualifies under requirements in this chapter for a license as a master educator.

(34) "Mentor" means an educator who is trained to provide support and assistance to initial educators and who will have input into the confidential formative assessment of the initial educator and who is not to be considered as part of the formal employment evaluation process.

(35) "Minor" means a field of study in which a student completes an academic specialization as part of an approved program leading to licensure in addition to the major.

(36) "Pedagogical knowledge" means an understanding of learning, human development, professional ethics, motivational techniques, cultural and individual differences, instructional strategies, classroom management, and assessment strategies that have an impact on the learner.

(37) "Performance–based licensing" means licensing that is focused on improved pupil learning and based on an assessment system that measures a candidate's knowledge, skill and disposition for teaching against established standards of performance.

(38) "Performances" means evidence that an individual can demonstrate techniques that improve pupil learning.

(39) "Portfolio" means a collection of documentary evidence to demonstrate proficiency that may include but is not limited to whole group and individual pupil performance as measured by state, local, formal and informal assessments; lesson plans; supervisor and mentor comments of classroom performance; journals documenting samples of pupil errors and analysis of teacher interpretations of errors; ongoing documentation of classroom management techniques and results; and curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures.

(40) "Practicum" means supervised experience in a school, clinic or other setting which provides practical application of theory and experience for the student in an approved program.

(41) "Principal" means the individual who serves as the administrator of a school.

(42) "Professional development plan" means a list of activities, timelines for achievement, and a plan for assessment that indicates professional growth that has as a goal the improvement of student learning.

(43) "Professional education program" means the sequence of courses included in the baccalaureate degree or advanced program for preparing professional school personnel for licensure in the state of Wisconsin.

(44) "Professional educator" means an individual who demonstrates through performance the knowledge, skills, and dispositions to improve pupil learning and qualifies under this chapter to hold a professional educator license, including those persons who have successfully completed the initial educator stage of licensing.

(45) "Professional standards council" means the council created under s. 15.377, Stats, with the duties described under s. 115.425, Stats.

(46) "Pupil" means any person age birth through 21 who is enrolled in a prekindergarten through grade 12 school or a school program.

(47) "Qualified" means the person holds an appropriate license.

(48) "Regularly employed" means employment as a professional school employe, at fixed or uniform intervals, for the equivalent of at least one contact hour per day for at least one semester.

(49) "Research base" means the theoretical bases upon which a program of study in professional education is organized including the formal structure of inquiry used for the purpose of making program improvements.

(50) "SCD" means a school, college, department or division within a private or public college or university engaged in the preparation of professional school personnel in Wisconsin.

(51) "SCD department liaison" means a member of the department's professional staff from the teacher education or licensing team who is assigned as first contact to the institution and who carries out the annual visits to the institution.

(52) "School business administrator" means the person who generally reports to the local district administrator and who has primary budget and fiscal responsibility in the school district.

(53) "Short term substitute" means a substitute teacher employed for no more than 20 consecutive days in the same teaching assignment.

(54) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.

(55) "Student" means a person enrolled in a professional education program leading to licensure.

(56) "Student teaching" means classroom practice through observation, participation, and actual teaching practice under the direction of a college or university supervisor of student teachers and a cooperating teacher as a part of the professional education program offered by an institution.

(57) "Substitute teacher" means a licensed teacher who occupies temporarily the position of an absent classroom teacher.

(58) "Teacher" has the meaning defined under s. 40.02 (55), Stats. For the purposes of licensing under this chapter, "teacher" also means a person who demonstrates the knowledge, skills, and dispositions outlined in s. PI 34.02 to improve pupil learning through the exercise of any educational function, including instructing pupils or administering, directing, or supervising any educational activity.

(59) "Teaching" means improving pupil learning by planning instruction, diagnosing learning needs, prescribing content delivery through classroom activities, assessing student learning, reporting outcomes to administrators and parents and evaluating the effects of instruction.

(60) "Teaching experience" means experience in which the licensed teacher is actually instructing pupils in a classroom setting on a continuous basis.

(61) "Upper level high school course" means a course in the junior or senior year that is part of the college preparatory sequence, an advanced placement course or an elective course with more depth of content than the basic courses in the basic sequence for graduation.

(62) "Wisconsin model academic standards" means pupil academic standards required under s. 118.30 (1) (a), Stats.

(63) "Wisconsin standards for teacher development and licensure" means the standards for licenses contained in subch. II.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

Subchapter II — Wisconsin Standards

PI 34.02 Teacher standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

(2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

(3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

(4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

(5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self–motivation.

(6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

(7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

(8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

(9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

(10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.03 Administrator standards. To receive a license in a school administrator category under s. PI 34.32, an applicant shall complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

(1) The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.

(2) The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

(3) The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

(4) The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

(5) The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

(6) The administrator acts with integrity, fairness, and in an ethical manner.

(7) The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.04 Pupil services standards. To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

(1) The pupil services professional understands the teacher standards under s. PI 34.02.

(2) The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

(3) The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

(4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.

(5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

(6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system–wide interventions and strategies.

(7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

Subchapter III — Program Approval And Appeals

PI 34.05 Implementation. (1) Effective July 1, 2000, the state superintendent shall follow the requirements of this chapter in all reviews of professional education programs leading to licensure.

(2) The statutory authority for the adoption of the program approval plan for the licensing of professional school personnel is provided in ss. 115.28 (7) and 118.19 (3), Stats. The state superintendent shall complete a site review at each institution preparing professional school personnel for Wisconsin licenses at least once every 5 years.

(3) Wisconsin institutions applying for program approval shall first be accredited by a regional college accreditation agency.

(4) The state superintendent does not approve programs outside the state of Wisconsin. The state superintendent may accept the institutional endorsement from any out–of–state institution that is accredited by another state or jurisdiction.

(5) All out–of–state institutions offering programs operating in Wisconsin shall be approved by the educational approval board under s. 39.51, Stats. Once approved by the board, the programs under this subsection shall be reviewed by the department to determine if the program may be approved under this chapter.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.06 Program approval. (1) (a) All institutions which offer professional education programs leading to licensure in Wisconsin shall submit to the state superintendent for approval, written evidence that their programs comply with the requirements of this chapter which ensures that students who will graduate from an institution after August 31, 2004 shall be able to complete the requirements of this chapter. This written evidence shall include all of the following:

1. The institution's relevant policies and practices affecting the preparation of professional school personnel.

2. The institution's conceptual framework under s. PI 34.15 for the preparation of professional educators including the research base for program design and improvement.

3. The institution's evaluation of its performance and outcomes within the context of its mission and goals as they relate to the standards in s. PI 34.15 (1).

4. The institution's assessment system used to evaluate candidate quality as measured against the standards in subch. II and how the assessments are used to evaluate and improve programs.

5. The institution's report required under 20 USC 1027, section 207, including the pass rate of the institution's graduates on the teacher certification or licensure assessments required by the state.

6. The institution's evidence of systematic, ongoing collaboration with employing schools and school districts.

(b) All written evidence to meet the requirements under par. (a) shall be directed from the dean, director or chair of education to the director of teacher education and licensing at the department.

(2) Initial approval under this section may be made after all of the following occur:

(a) An on–site review by a department team to determine adequate documentation and compliance with the requirements under sub. (1) is completed.

(b) Review and comment of the professional standards council, if provided.

(3) (a) Continuing program approval decisions shall be based on a continuous process review. Every institution shall be visited each year by the SCD department liaison or other department professional staff. The program evaluation and approval shall be based on the performance of candidates for license measured against the standards in subch. II as described in s. PI 34.15 (1). Initial program approval shall be for a period not less than 5 years, and shall be reviewed annually by a department liaison as part of a continuous process review.

(b) If, during the years of continual approval, an institution initiates a complete redesign of the professional preparation program, the state superintendent shall review and may approve the redesigned program following the procedure set forth in sub. (2).

(4) Institutions shall submit new programs and substantive changes in previously approved programs to the state superintendent for approval prior to implementing the new program or change.

(5) (a) After reviewing the teacher education programs, the state superintendent shall grant approval in writing within 60 days after completing the on–site review under sub. (2) (a) or deny approval to each program as follows:

1. Denial of any program shall commence with a notice by the SCD department liaison that nonapproval is being considered for one or more professional programs leading to licensure. This notice shall be in writing indicating all areas of non–compliance and shall be sent by certified mail to the institution's chief administrator.

2. The notice under subd. 1. shall be followed by a formal campus visit by the state superintendent or, at his or her request, representatives of the professional standards council if the situation that created the need for a notice is not remedied within 60 days of the official notice. The chief administrator of the institution shall be given at least 30 days notice prior to the official visit by representatives of the professional standards council.

(b) The professional standards council acting in formal session may make a recommendation to the state superintendent for his or her consideration regarding approval or non–approval under this subsection.

(6) If the state superintendent denies approval of the program leading to licensure, the institution shall either commence an appeal in accordance with s. PI 34.07 or shall provide notice to prospective and currently enrolled students of non–approval of the program leading to licensure.

(7) The state superintendent may not approve any teacher preparation program that is not in compliance with the requirements of this chapter. The state superintendent may grant conditional approval to a program if all of the following conditions are met:

(a) The institution which sponsors the program submits to the state superintendent a plan of remedial measures which will bring the program into compliance with all of the requirements of this chapter; and

(b) The state superintendent is satisfied that such remedial measures will be implemented in a timely manner so that gradu-

ates of such a program will have completed all applicable work required in this chapter.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.07 Appeal procedure. **(1)** Appeals of non–approval decisions by the state superintendent may be made on any of the following grounds:

(a) The state superintendent's decision was based on material errors of facts.

(b) The state superintendent's decision was arbitrary and capricious.

(c) The proficiency measures used did not fully represent the knowledge, skills and dispositions of the institution's graduates.

(2) An institution shall commence an appeal by sending a written notice of appeal to the state superintendent by certified mail within 30 days after the institution receives formal notice of the state superintendent's decision of non–approval. The notice of appeal shall set forth the reasons for the appeal and the grounds upon which the appeal is based and shall be signed by the institution's chief administrator.

(3) The state superintendent shall appoint an impartial hearing panel to review appeals and make recommendations to the state superintendent. The hearing shall be held within 60 days after the appeal is received by the state superintendent. No employe of the appealing institution, departmental employe, member of the professional standards council, or other person who was involved in making the decision that is the subject of the appeal may serve on the hearing panel.

(4) Evidence of program or institutional changes implemented after the state superintendent's decision for denial is not admissible at the hearing.

(5) Based on the evidence presented at the hearing and the recommendation of the hearing panel, the state superintendent or designee shall affirm, modify or reverse the decision that is the subject of the appeal. If the decision is affirmed, the state superintendent may require the appellant either to agree in writing to meet conditions established by the state superintendent to comply with this chapter or withdraw approval of the program leading to licensure. If program approval is withdrawn, the institution shall provide notice to prospective and currently enrolled students of non–approval of the program leading to licensure.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.08 Experimental and innovative programs. **(1)** An institution may petition the state superintendent to offer an experimental or innovative program that is not in full compliance with rules contained in this chapter. The institution shall present a plan for the program to the state superintendent for approval prior to implementation. Experimental and innovative programs may include any of the following:

(a) Programs designed to develop new approaches, new arrangements or new contexts for the preparation of school personnel.

(b) Programs designed to meet the special needs of particular segments of society such as minority, disadvantaged, or nontraditional students.

(c) Programs designed to prepare school personnel for new types of positions that are emerging at the elementary, middle or high school level.

(d) Programs that are cooperative between institutions or between institutions and school districts for the purpose of improving the candidate pool of applicants for the district.

(2) The state superintendent may specify the number of years for the program to operate and shall require a plan of evaluation.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.09 Review and modification of rules. **(1)** The state superintendent shall review each section of this chapter at least once every 5 years to ensure that statutory requirements are being met through implementation of the rules. The professional standards council shall review and make recommendations regarding administrative rules to the state superintendent as specified under s. 115.425 (8), Stats.

(2) The program approval process under s. PI 34.06 shall be reviewed at least once every 5 years.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

Subchapter IV — Institutional And Program Standards

PI 34.10 Organization and administration of teacher education programs. **(1)** ORGANIZATION SUPPORT FOR TEACHER EDUCATION. The institution shall insure the SCD is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.

(2) RECOGNITION OF SCD'S AUTHORITY. The institution shall have policies which clearly identify selection, promotion, and tenure of faculty, teaching loads, faculty development opportunities, and institutional and community service expectations.

(3) RESOURCES AND FACILITIES FOR PROGRAM OPERATION.

(a) The institution shall insure the SCD has adequate resources to support teaching and scholarship by faculty and students.

(b) The institution shall insure the SCD has sufficient facilities, equipment and budgetary resources to fulfill its mission and offer quality programs.

(c) The SCD shall insure that constituent groups from the local community are involved in the development, evaluation and revision of all professional education programs.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.11 Faculty. **(1)** RECRUITMENT OF DIVERSE FACULTY. The institution shall recruit, hire and retain a diverse teacher education faculty.

(2) FACULTY QUALIFICATIONS. (a) Faculty who teach in initial and advanced programs leading to licensure shall have preparation specifically related to their assignment, hold an advanced degree and demonstrate expertise in their assigned area of responsibility.

(b) Faculty who teach in initial and advanced programs shall be knowledgeable about current elementary, middle, and secondary curriculum, practices, requirements, technology, and administrative practices appropriate to their assignment.

(c) Faculty who supervise practicum students, student teachers, or interns shall have at least 3 years of experience in prekindergarten through grade 12 settings or administrative settings appropriate to their assignment.

(d) Faculty who teach in an initial or advanced program shall be actively engaged in professional practice with prekindergarten through grade 12 schools, professional organizations, and other education related endeavors at the local, state or national level.

(e) Faculty responsible for the leadership or coordination of initial or advanced programs leading to licensure must hold a minimum of a master's degree or its equivalent in the principal discipline of the program.

(3) PROMOTION, LOAD, AND PROFESSIONAL DEVELOPMENT. (a) The institution shall have workload policies which insure all faculty who teach in initial and advanced programs have the time and resources to accommodate teaching, advising, research and scholarship, administration, committee work, supervision, and other institutional and community service activities.

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(b) The institution shall provide the resources, time and opportunities for all faculty to engage in professional development to enhance intellectual and professional vitality.

(c) The SCD shall have sufficient numbers of full time faculty to teach in initial and advanced programs to insure consistent quality and delivery of programs.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.12 Facilities, technology, instructional resources and support. (1) FACILITIES. (a) The institution shall provide adequate classroom, laboratory, office and workspace which have current technology, equipment and supplies needed to fulfill the mission of the institution.

(b) The institution shall provide a library that serves as the primary resource center and adequately supports instruction, research, and services pertinent to the needs of professional education programs. Resources related to professional education shall be organized and indexed so faculty and students can easily identify, find and use them. The library shall provide up–to–date catalogs, indexes, directories and electronic information access tools.

(2) INSTRUCTIONAL RESOURCES. (a) The institution shall maintain an instructional materials center that is accessible on a schedule approximating that of the main library which shall house instructional materials used in elementary, middle and high schools including sample textbooks, curriculum guides, tests, library books, periodicals, computer software and other teaching materials. These materials shall include print and non–print materials and teaching aids, and materials for the evaluation and assessment of learning, and the institution shall provide instruction in the construction and use of the materials.

(b) The institution shall provide sufficient qualified library and technical staff who have substantial knowledge of materials used in schools and school library media centers to support the library, the instructional materials collection, media and computer support services, and other instructional technology necessary to support the goals of the professional education programs.

(c) The institution shall ensure that students have access to and can use current educational technology in instructional settings. This shall include equipment such as computers, projectors, recorders and other specialized equipment used for teaching.

(3) REVIEW AND PURGING. All resources shall be identifiable, relevant, accessible, and systematically reviewed by professional staff to make acquisition and purging decisions.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.13 Student services. (1) ADVISING RESOURCES AND MATERIALS. The institution shall insure all students have access to and are provided information and resources on student services including personal, professional and career counseling, career information, tutoring, academic, and job placement assistance.

(2) STUDENT SUPPORT SERVICES. The SCD shall insure all students, upon entry into and throughout the professional education program, will be provided with an advisor and written information describing the professional education program leading to licensure.

(3) STUDENT RECORDS. (a) The institution shall maintain a cumulative record on each of its students enrolled in an approved program for license, and that record shall contain a transcript and written evaluations of field experiences completed during the clinical program.

(b) Each student shall have a portfolio of evidence that the standards in subch. II have been met. Institutions do not need to maintain a file copy of the portfolio.

(c) The institution, in collaboration with the department, shall systematically evaluate and report to the public graduate performance in obtaining employment in Wisconsin schools or school districts as well as graduate performance in advancing from the initial to professional educator license and master educator license after the first 5 years of employment.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.14 Student recruitment, admission and retention. (1) DIVERSITY OF STUDENTS. The SCD shall create and implement an explicit plan with adequate resources to recruit, admit and retain a diverse student body as follows:

(a) The SCD shall establish standards for admission to initial programs that include all of the following:

1. Student competency in communication skills, which includes computers and emerging technology, as determined through passing scores on standardized tests approved by the state superintendent, or through assessments designed and adopted by the SCD prior to admission to the programs.

2. Other student program entry requirements such as letters of recommendation, specific courses completed within the program, prior experience with children, personal interviews, or background checks.

3. A student cumulative grade point average of not less than 2.5 on a 4.0 scale on at least 40 semester credits of collegiate level course work for admission to initial programs, or a 2.75 on a scale of 4.0 in a bachelor's degree program for admission to advanced programs. Evidence other than grade point average may be approved by the state superintendent for use by colleges where alternative measures of performance are in place.

(b) Exceptions under par. (a) relating to the established passing scores on standardized tests or SCD designed or approved assessments, or the minimum cumulative grade point average may be granted to no more than 10% of the total number of students admitted to the initial or advanced programs for each admission period.

(2) STUDENT COMPLETION. (a) The SCD shall establish standards for program completion at both the initial and advanced levels that include:

1. A minimum cumulative grade point average of 2.75 on a 4.0 scale for initial programs or a minimum cumulative grade point average of 3.0 on a 4.0 scale for advanced programs. Evidence other than grade point average may be approved by the state superintendent for use by colleges where alternative measures of performance are in place.

2. Exceptions to the minimum grade point average may be granted to no more than 10% of the total number of students completing professional education programs leading to licensure in each graduation period.

(b) The SCD shall ensure all students completing programs at both the initial and advanced level demonstrate the knowledge, dispositions, and performances that substantiate competence in the standards in subch. II at required exit level proficiency through multiple measures over time designed or adopted by the SCD culminating in assessment during student teaching, internships or practicums.

(c) The SCD shall ensure students in both initial and advanced programs are provided adequate educational program resources, advising, and information to successfully complete their program.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.15 Conceptual framework. Each SCD shall have a written conceptual framework included as part of the requirements under s. PI 34.06 (1). The conceptual framework shall be well defined, articulated, and defensible and shall include all of the following:

(1) A performance–based professional education program representing the standards under subch. II. The standards shall be adopted to meet the requirements under par. (a) or (b), and the requirement under par. (c) as follows:

(a) Adopt the standards as written or modify the language to reflect the mission, vision, and philosophy of its own program. Additional standards that enhance or support the mission of the SCD and institution may be developed.

(b) Identify where the standards in subch. II are integrated within the program if the SCD chooses to develop its own program approval standards.

(c) Identify the performance tasks within the professional education program, which support each of the standards. The performance tasks shall meet all of the following requirements:

1. The performance tasks shall be specific and grounded in research based on best practices in education.

2. The performance tasks shall include the content of the standard.

3. The performance tasks shall demonstrate mastery of the standard.

4. The performance tasks shall be measurable over time.

(2) Assessments of knowledge, skills and dispositions within a professional education program. Assessments shall meet all of the following requirements:

(a) Assessments shall be measured using the following 5 categories:

1. Communication skills.

2. Human relations and professional dispositions.

3. Content knowledge for subject area programs that meet all of the following requirements:

a. Content knowledge shall be determined by passing scores on standardized tests approved by the state superintendent which shall include Wisconsin's model academic standards.

b. Content knowledge assessment shall be developed according to standards adopted by the state superintendent from recommendations by the professional standards council as required under s. 115.425, Stats., or standards adopted by the SCD using national standards, guidelines from learned societies or national organizations, or other recognized groups or organizations.

4. Pedagogical knowledge.

5. Teaching practice.

(b) Assessments shall be developmental, multiple and measurable over time.

(c) Assessments shall be grounded in research based on best practices in education.

(d) Assessments shall identify levels of proficiency or other benchmarks that demonstrate student success.

(3) A research base for the development of performance tasks and assessments.

(4) Provisions that meet the following requirements, including those that meet statutory requirements identified under s. 118.19, Stats., which enable all students completing teacher preparation programs to demonstrate knowledge and understanding of the following:

(a) Cooperative marketing and consumer cooperatives for licenses in economics, social studies or agriculture.

(b) Environmental education including the conservation of natural resources for licenses in agriculture, early childhood, middle childhood to early adolescent, science and social studies.

(c) Minority group relations for all licenses including all of the following:

1. The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.

2. The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.

3. The philosophical and psychological bases of attitude development and change.

4. The psychological and social implications of discrimination, especially racism and sexism in the American society.

5. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.

6. Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

(d) Conflict resolution for all licenses including all of the following:

1. Resolving conflicts between pupils and between pupils and school staff.

2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.

3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

(e) The role and responsibility of a teacher through student teaching with an assigned cooperating teacher or in a team structure for full days for a full semester following the daily schedule and semester calendar of the cooperating school, or the equivalent as determined by the state superintendent. This provision applies only to classroom teacher licenses.

(f) Teaching reading and language arts using appropriate instructional methods including phonics for licenses to teach reading and language arts to pupils in grades PK to 6. In this paragraph "phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.

(g) Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.

(h) Modifying the regular education curriculum when instructing pupils with disabilities.

(5) A clinical program including practicums for pupil services and administrative programs and for prestudent teaching, student teaching, and other supervised clinical experiences in prekindergarten through grade 12 school settings as follows:

(a) *Prestudent teaching.* 1. The program shall require onsite supervised prestudent teaching clinical experiences which are developmental in scope and sequence and occur in a variety of school settings.

2. The prestudent teaching experiences shall result in students demonstrating knowledge and understanding of the standards in s. PI 34.02 through assessments identified in sub. (2) (a) 1. to 4.

3. Successful performance shall be measured using both of the following:

a. At least 2 written evaluations of each student based upon observations by the cooperating teacher or by the SCD supervisor.

b. The student portfolio required under s. PI 34.13 (3) (b).

(b) *Student teaching.* 1. The program shall require student teaching experiences that are developmental in scope and sequence, occur in school settings and meet the statutory requirements identified in s. 118.19 (3) (a), Stats. Student teaching experiences shall provide candidates opportunities to interact with and adapt instruction for children with disabilities or other exceptionalities. Beyond the primary student teaching assignment, duration and length of student teaching to gain the necessary clinical experience for additional licenses shall be determined by the SCD as part of the approved program.

2. As a result of the student teaching experience, students shall demonstrate increased knowledge and understanding of the standards in s. PI 34.02 through the assessments identified in sub. (2) (a) 1. to 5.

3. Successful performance shall be measured using all of the following:

a. A minimum of 4 classroom supervisory visits of at least one hour in length made to each student teacher by the SCD supervisor. Supervisors with teaching experience and expertise in the specialty subject matter area and at the grade level of pupils being taught by the student teacher shall participate in the classroom supervision.

b. At least 4 written evaluations of each student based upon classroom observations by the cooperating teacher or by the SCD supervisor. At least one of the evaluations shall be written by the cooperating teacher. Evaluation procedures shall include conferences involving the student teacher, the cooperating teachers and the SCD supervisors. The cooperating teacher's evaluation of the student teacher shall become part of the student's portfolio. Other evaluations by prekindergarten through grade 12 professional school personnel which attest to the competency of the student as a prospective teacher may also be included in the portfolio. The student teacher shall determine the evaluations that may be available to prospective employers.

c. A review of the student portfolio required under s. PI 34.13 (3) (b).

(c) *Practicum program.* 1. Programs for pupil services and administrative licenses shall include supervised practicums in the area of licensure that are developmental in scope and sequence.

2. As a result of the practicum experience a license candidate shall demonstrate knowledge and understanding of the Wisconsin standards in s. PI 34.02, 34.03 or 34.04.

3. Successful performance shall be measured using all of the following:

a. At least 2 written evaluations based upon observations by the school–based supervisor and at least 2 written evaluations by the SCD supervisor shall be required during each student's practicum.

b. The evaluation procedures under subpar. a. shall include at least 2 conferences involving the school–based supervisor, the SCD supervisor and the practicum student. The school–based supervisor evaluation of the practicum shall become part of the student's portfolio.

(d) *Graduate internship program.* 1. Advanced programs shall include a graduate internship in the area of licensure that is developmental in scope and sequence.

2. As a result of the intern experience, a license candidate shall demonstrate knowledge and understanding of the Wisconsin standards under s. PI 34.02, 34.03 or 34.04, as appropriate.

3. Supervision and primary responsibility for the student shall rest directly with the licensed local school district supervisor and indirectly with the college or university supervisor.

(6) Provisions relating to cooperating teachers and other school based supervisors insuring that the cooperating personnel used in the clinical programs meet all of the following requirements:

(a) Hold a Wisconsin license and have volunteered for assignment as a cooperating teacher or practicum supervisor.

(b) Have at least 3 years of teaching experience with at least one year of teaching experience in the school or school system of current employment or have at least 3 years of pupil service or administrator experience with one year in the school or school system of current employment.

(c) Have completed training in both the supervision of clinical students and in the applicable standards in subch. II.

(7) A general education program that demonstrates student knowledge and understanding of all of the following for initial classroom teaching licenses:

(a) Written and oral communication.

(b) Mathematics.

(c) Fine arts.

(d) Social studies.

(e) Biological and physical sciences.

(f) The humanities, including literature.

(g) Western and non–western history or contemporary culture.

(h) Wisconsin's model academic standards.

(8) Graduate follow–up studies that include all of the following:

(a) The SCD shall develop a plan to follow–up on the performance of graduates for use in assessment of both initial and advanced programs. The follow–up plan shall include ways to gain information from graduates, employers, teachers in the field and others to provide feedback on programs.

(b) The SCD shall provide documentation on the follow–up plan, which demonstrates what information has been collected, how the information is being used, and what program changes have occurred.

(c) The SCD shall develop a plan for assisting graduates and to demonstrate how this plan has contributed to initial educator success.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

Subchapter V — Licenses And Stages

PI 34.16 License stages. (1) Applicants may be issued licenses under the stages specified under ss. PI 34.17 to 34.19 upon completing an approved program and meeting all requirements under this chapter, including statutory requirements in s. 118.19, Stats.

(2) Licenses issued under this subchapter are effective on July 1 of the year of issuance and expire on June 30 of the year of expiration.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.17 Initial educator license. (1) GENERAL. (a) An initial educator license may be issued to an individual who meets the requirements of this chapter, including the completion of an approved program with institutional endorsement or as demonstrated by a state superintendent approved assessment program under sub. (6) that meets the standards under subch. II.

(b) The initial educator license shall be issued for a period of 5 years and is a non–renewable license unless the individual has not been employed as an educator for at least 2 years within the 5–year period.

(c) A one–year nonrenewable initial educator license may be issued to an applicant who meets the license requirements under this chapter but who has not completed the requirements under sub. (4).

(d) The initial educator license stage shall be required one time for licenses under each of subchs. VII, VIII, and IX.

(2) SCHOOL DISTRICT REQUIREMENTS. (a) The initial educator shall receive ongoing orientation from the employing school district which is collaboratively developed and delivered by school boards, administrators, teachers, support staff and parents.

(b) The initial educator shall be provided support seminars by the employing school district which reflect the standards in subch. II and the mission and goals of the school district.

(c) The initial educator shall be provided with a qualified mentor by the employing school district. The mentoring period may be for less than 5 years.

(3) INITIAL EDUCATOR TEAM. A team of individuals shall be convened at the discretion of the initial educator and shall be responsible for review and approval of the initial educator professional development goals. Teams for review shall be constituted as follows:

(a) For classroom teachers, the team shall include a teacher of the same subject or at the same level who is not the mentor and who is selected by teacher peers, an administrator designated by

the district administrator subject to approval by the school board and an IHE representative.

(b) For pupil services educators, the team shall include a pupil services professional in the same license category who is not the mentor and who is selected by peers, an administrator designated by the district administrator subject to approval by the school board and an IHE representative.

(c) For administrators, the team shall include an administrator in the same license category who is not the mentor and who is selected by peers, an administrator designated by the district administrator subject to approval by the school board and an IHE representative.

(d) Participation in the teams required under pars. (a) to (c) by institution representatives may be used to meet the requirement in s. PI 34.11 (2) (d).

(e) Nothing in this subsection shall limit the school board and the labor organization, where one exists, which represents licensed staff, and other licensed staff, from designing a district–wide agreement in lieu of meeting the specific requirements of pars. (a) to (c). The agreement shall be submitted to the state superintendent for approval.

(4) ADVANCEMENT. (a) To move to the professional educator level, an initial educator shall design and complete a professional development plan that demonstrates increased proficiency and which reflects the standards in subch. II that have been identified by the team in sub. (3) for improvement. The plan shall include:

1. Identified activities and objectives related to professional development goals, school or school district goals or performance goals identified by the educator.

2. A timeline for achieving the professional development goals.

3. Evidence of collaboration with professional peers and others.

4. An assessment plan that specifies indicators of growth.

(b) Successful completion of the professional development plan shall be documented. The documentation may include but is not limited to evidence of whole group and individual student performance as measured by state, local, formal and informal assessments; lesson plans; supervisor and mentor comments of classroom performance; journals documenting samples of pupil errors and analysis of teacher interpretations of errors; ongoing documentation of classroom management techniques and results; and curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures. The documentation portfolio may also include evidence that identifies professional development activities related to the professional development goals. The evidence may be in the form of samples of pupil work, letters of recommendation; evidence of attending professional meetings, workshops, conferences or seminars; administrative or supervisory evaluations; peer evaluations; journals, diaries or published articles; action research projects and results; college, university or technical college course work; or evidence of in–district work assignments outside of the classroom.

(c) Nothing in this subsection shall limit the school board and the labor organization, where one exists, which represents licensed staff, and other licensed staff, from designing a district–wide agreement in lieu of meeting the specific requirements of pars. (a) and (b). The agreement shall be submitted to the state superintendent for approval.

(d) Successful completion of the initial educator stage shall be measured at the initiation of the initial educator no sooner than 3 years but no later than 5 years after the license is granted. A majority of the 3–member panel described in sub. (3) shall verify successful completion of the professional development plan. Appeals of decisions made by the 3–member team may be made as follows:

1. For teachers and pupil services professionals, appeals shall be made to the state superintendent. The professional standards council may establish procedures to hear appeals referred. If the professional standards council agrees to hear an appeal, it shall, upon completion of its deliberations, make a recommendation to the state superintendent. The state superintendent shall issue a decision concerning the appeal.

2. For administrators and individuals who wish to contest decisions under subd. 1., appeals shall be made to the state superintendent as prescribed under s. PI 34.35 (8).

(5) OUT OF STATE APPLICANTS. An initial educator license may be issued to an applicant who completes an approved program from out of state, who has fewer than 5 years of successful teaching experience, and who has met the competency test requirements under s. PI 34.15 (2) (a) 3. a. The applicant shall provide evidence that the requirements under s. PI 34.15 (4) have been met before qualifying for a professional educator license.

(6) LICENSE BASED ON EQUIVALENCY. (a) An initial educator license may be issued to an applicant who has not completed an approved program, if the applicant has obtained a statement from an institution that the applicant has completed the equivalent of that institution's approved program, and if the applicant meets all of the requirements of this chapter.

(b) An initial educator license may be issued to an applicant who completes department approved standards–based training and assessments for the license. The assessment requirement shall include receiving a passing score on a standardized examination approved by the state superintendent in the area of licensure and in teaching knowledge. An initial license may also be issued to an applicant who has demonstrated competence through an assessment process, approved by the state superintendent, that meets the standards under subch. II, including any standardized examinations prescribed by the state superintendent for licensure.

(c) An initial educator license may be issued to an applicant who has completed an alternative training program approved by the state superintendent that is provided by, but not limited to, a college or university, school, school district, CESA, consortia, technical college, private enterprise or agency. Each alternative training program shall be based on the standards under subch. II and shall include assessment of candidate performance as measured against the standards, including any standardized examinations prescribed by the state superintendent for licensure.

(d) 1. The state superintendent shall insure that program providers under pars. (b) and (c) have adequate resources to support teaching by faculty and learning by students. The state superintendent shall insure that program providers under pars. (b) and (c) have sufficient budgetary resources to fulfill their mission and offer quality programs.

2. The program provider, in collaboration with the department, shall systematically evaluate and report to the public graduate performance in obtaining employment in Wisconsin schools or school districts as well as graduate performance in advancing from the initial to professional educator license and master educator license after the first 5 years of employment.

(7) LICENSE BASED ON EXPERIENCE. An initial educator license may be issued to an applicant who presents evidence of having completed an approved program in another state except student teaching if the applicant verifies 3 or more years of successful teaching experience in the subject or grade level of preparation and if the applicant meets all of the applicable requirements of this chapter.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.18 Professional educator license. (1) ELIGIBLE APPLICANTS. Except as provided under sub. (3), the professional educator license is a renewable license and shall be issued for a period of 5 years as follows:

(a) To applicants following successful completion of at least 3 years at the initial educator license stage and completion of a professional development plan under s. PI 34.17 (4).

(b) To applicants eligible to receive or renew a license before July 1, 2004.

(c) To applicants holding licenses without an expiration date also referred to as life licenses. License renewal requirements under sub. (2) do not apply to life licenses.

(d) To applicants with 5 or more years of teaching experience who have completed an approved program in another state. Any deficiencies in meeting the standards in s. PI 34.02 or 34.15 (4) shall be completed prior to renewal of the professional educator license.

(2) RENEWAL. (a) A professional educator shall complete a professional development plan that demonstrates increased proficiency and which reflects the standards in subch. II, as appropriate, including:

1. Goals and objectives, which address the selected standards in subch. II with a rationale for each goal.

2. Identified activities related to the professional development goals with evidence of application to the classroom or learning community.

3. A timeline for achieving the professional development goals with evidence of annual review of goals and activities.

4. Evidence of collaboration with professional peers and others including the review panel required under par. (c).

5. An assessment plan that specifies indicators of growth and how meeting the goals improved the educator's professional knowledge and affected student learning.

(b) Successful completion of the professional development plan shall be documented. The documentation may include, but is not limited to, evidence of whole group and individual student performance as measured by state, local, formal and informal assessments; lesson plans; supervisor and mentor comments of classroom performance; journals documenting samples of pupil errors and analysis of teacher interpretations of errors; ongoing documentation of classroom management techniques and results; and curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures. The documentation portfolio may also include evidence that identifies professional development activities related to the professional development goals. The evidence may be in the form of samples of pupil work, letters of recommendation; evidence of attending professional meetings, workshops, conferences or seminars; administrative or supervisory evaluations; peer evaluations; journals, diaries or published articles; action research projects and results; college, university or technical college course work; or evidence of in–district work assignments outside of the classroom.

(c) At the initiation of the professional educator, successful completion of the professional development plan shall be verified by a majority of the professional development team and communicated to the state superintendent. The professional development team shall be composed as follows:

1. At least 3 licensed classroom teachers selected by their peers who would verify teacher plans in accordance with the standards in s. PI 34.02.

2. At least 3 licensed pupil service professionals selected by their peers who would verify plans of pupil service professionals in accordance with the standards in s. PI 34.04.

3. At least 3 licensed administrators selected by their peers who would verify administrator professional development plans in accordance with the standards in s. PI 34.03.

(d) Nothing in this subsection shall limit the school board and the labor organization, where one exists, which represents licensed staff, and other licensed staff, from designing a district–wide agreement in lieu of meeting the specific requirements of pars. (a) to (c). The agreement shall be submitted to the state superintendent for approval.

(e) Appeals of decisions made by the professional development team may be made as follows:

1. For teachers and pupil services professionals, appeals shall be made to the state superintendent. The professional standards council may establish procedures to hear appeals referred. If the professional standards council agrees to hear an appeal, it shall, upon completion of its deliberations, make a recommendation to the state superintendent. The state superintendent shall issue a decision concerning the appeal.

2. For administrators and individuals who wish to contest decisions under subd. 1, appeals shall be made to the state superintendent as prescribed under s. PI 34.35 (8).

(f) Individuals eligible to hold the professional educator license based on sub. (1) (b), or educators not regularly employed in the field of education, or individuals who hold or have held a professional educator license and have been teaching outside of Wisconsin, shall renew their license by meeting one of the following requirements:

1. Successful completion of 6 semester credits from an accredited institution. The credits shall be directly related to a license held or to the standards in s. PI 34.02; or

2. Successful completion of a professional development plan as identified in par. (a).

(3) ONE YEAR LICENSE. A one–year nonrenewable professional educator license may be issued as follows:

(a) To an applicant who meets the license requirements under this chapter but who has not met the continuing education requirement for renewal of a professional educator license.

(b) To an applicant who meets the license requirements under this chapter but who has not been regularly employed in education for 5 consecutive years immediately preceding application for the license or renewal, upon written request of an employing school district administrator.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.185 Agreements. The employing school district may meet the requirements in ss. PI 34.17 (2) and (3) and 34.18 (2) (c) through interdistrict agreements between school districts or agreements with other entities.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.19 Master educator license. (1) GENERAL. The state superintendent shall design an application and assessment process for awarding a Wisconsin master level license in educator categories not covered by the national board of professional teaching standards, and may design such a process and award master level licenses for categories covered by the national board of professional teaching standards as appropriate to address issues of accessibility, equity, or quality. The master educator license is not required. The master educator license is a renewable license and shall be issued for a period of 10 years. Effective July 1, 2000, certification by the national board for professional teaching standards shall be accepted in lieu of meeting the requirements under this section.

(2) APPLICATION. Effective July 1, 2004, a candidate for the master educator license shall submit an application to the state superintendent that includes all of the following:

(a) Documentation of a related master's degree.

(b) Verification of at least 5 years of successful professional experience in education with at least one cycle at the professional educator level or while holding a 5–year license or a life license issued prior to July 1, 2004.

(c) Evidence of contributions to the profession.

(d) Evidence of improved pupil learning.

(3) ASSESSMENT. (a) Upon approval of the application under sub. (2) by an assessment team, the master educator license shall

be granted upon completion of both of the following requirements:

1. A formal assessment by the team under sub. (4) of the standards under s. PI 34.02 for teachers, s. PI 34.03 for administrators and s. PI 34.04 for pupil service professionals. A formal assessment may include interviews, objective examinations, review of portfolios and essays or other methods of analysis and appraisal.

2. A demonstration of exemplary classroom performance through video or on–site observation by the team under sub. (4).

(b) The assessment process developed by the department for master educator certification shall be comparable in expectations to the national board for professional teaching standards process.

(4) ASSESSORS. The candidate for a master educator's license shall be assessed by a team of 3 educators who have the same or similar job responsibilities and, in addition, may include a school board member. Assessors under this subsection shall be selected by the state superintendent and shall meet all of the following requirements:

(a) Been provided training by the department.

(b) Been nominated by professional organizations, including school board organizations.

(c) Been approved for appointment by the state superintendent.

(5) APPROVAL AND RENEWAL. (a) The master educator shall meet the requirements under subs. (2) and (3) in order to receive or renew the master educator license. The assessment team under sub. (3) shall recommend to the state superintendent whether a license may be issued or renewed under this section. The state superintendent shall issue a decision.

(b) The master educator shall meet the requirements under s. PI 34.18 (2) in order to renew a license at the professional educator stage.

(6) APPEALS. Appeals of decisions made by the state superintendent may be made as follows:

(a) For teachers and pupil service professionals, appeals shall be made to the state superintendent. The professional standards council may establish procedures to hear appeals referred. If the professional standards council agrees to hear an appeal, it shall, upon completion of its deliberations, make a recommendation to the state superintendent. The state superintendent shall issue a decision concerning the appeal.

(b) For administrators and individuals who wish to contest decisions under par. (a), appeals shall be made to the state superintendent as prescribed under s. PI 34.35 (8).

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.20 Life licenses. (1) Effective July 1, 1983 life licenses are no longer issued.

(2) A life license issued prior to July 1, 1983 is valid as long as the holder remains active in the profession, unless revoked by the state superintendent. This license becomes invalid if, for 5 or more consecutive years, the holder is not regularly employed in education. Completing the requirements given in s. PI 34.18 (2) may revalidate the invalidated license.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.21 Emergency licenses and permits. (1) An emergency license which authorizes a licensed teacher to teach in an assignment other than that for which the teacher holds a license may be issued for one specific assignment. The following conditions apply to an emergency license under this subsection:

(a) The license issued under this subsection is valid for a period not to exceed one year and expires June 30 unless an earlier expiration date is specified in the license.

(b) The district administrator or designated official of the employing school district requests that the emergency license be issued. The request shall state that a search was conducted for a fully licensed teacher and that no fully licensed teacher was acceptable for the assignment.

(c) A license under this subsection may be renewed if the district administrator or designated official of the employing school district requests that the license be renewed and if the applicant satisfactorily completes at least 6 semester credits toward completion of an approved program in the category of the emergency license.

(2) A permit, which authorizes the holder to be employed as a professional school employee for one specific assignment, may be issued. The following conditions apply to a permit issued under this subsection:

(a) A teacher permit which authorizes the holder to be employed as a professional school employee may be issued to an individual who has a bachelor's degree from an accredited college or university but does not meet the requirements of this chapter.

(b) The permit issued under this subsection is valid for a period not to exceed one year and expires on June 30 unless an earlier expiration date is specified in the permit.

(c) The district administrator or designated official of the employing school district requests the permit to be issued. This request shall be in writing and shall provide a full explanation and justification of need. The request shall state that a search for a fully licensed candidate was conducted and that no fully licensed individuals were available.

(d) A permit under this subsection may be renewed if the district administrator or designated official of the employing school district requests that the permit be renewed. The permit may be renewed if, between the date of issuance and the proposed renewal date, the applicant satisfactorily completes at least 6 semester credits toward completion of an approved program. The request for renewal shall be in writing, shall include a full explanation of the need for renewal and shall state that a search was conducted for a fully–licensed teacher and that a fully–licensed teacher is not available.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.22 Intern licenses. An intern license may be issued to a person assigned to a school system through an internship program approved by the state superintendent. An intern shall hold an intern license to receive a stipend from a board of education. The license may be issued only to a student recommended by the proper preparation institution authorities and who holds senior or graduate rank. A request signed by the district administrator of the participating school district shall be filed as a condition for the issuance of an intern license. An intern is assigned to limited administrative, pupil service or instructional duties under the direction of a fully licensed practitioner in the specific field of internship. This license does not authorize the holder to substitute teach.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.23 Substitute teacher license. (1) A substitute teacher license may be issued for a period of 5 years and may be renewed for additional 5 year periods if the requirements under this section are met. A substitute teacher license may be issued to an applicant who has held or is eligible to hold a Wisconsin license issued under this chapter or the equivalent license in another state. Any teacher who holds a license may substitute teach as specified in sub. (2).

(2) A short–term substitute shall be a licensed teacher or a licensed substitute teacher; however, a short–term substitute may be employed to teach any subject at any grade level. A long–term substitute shall be a licensed teacher or a licensed substitute teacher; however, a long–term substitute may be employed only in the subject and grade level in which the teacher is licensed. An emergency license or permit may be granted to a long–term substitute.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

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PI 34.24 Substitute teacher permit. (1) A substitute teacher permit may be issued to a person who holds a bachelor's degree from an accredited college or university but does not meet the substitute teacher license requirements under s. PI 34.23 (1).

(2) A permit issued under this section is valid for a period of 3 years and may be renewed for additional 3–year periods if the requirements under this section are met. A permit issued under this section is valid only in districts with a declared emergency as specified under sub. (3) (a).

(3) A permit under this section may be issued if all of the following conditions are met:

(a) The district administrator or designated official of an employing school district declares that an emergency exists in the district due to the lack of qualified substitute teachers and requests that a permit be issued by the department. Districts shall make every effort to hire licensed substitute teachers before hiring permit holders.

(b) The district designs selection criteria and training for potential substitute teachers and the potential substitute teachers complete the training. The training shall include all of the following:

1. Basic district and school policies and procedures.

2. Age appropriate teaching strategies.

3. Discipline, conflict resolution and classroom management techniques.

4. Health and safety issues including handling medical emergencies.

5. Techniques for starting a class.

6. The culture of schools and the profession.

7. Working with lesson plans.

8. Working with children with special needs, including confidentiality issues.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.245 Local agreements. Nothing in this subchapter shall limit the school board and the labor organization, where one exists, which represents licensed staff, and other licensed staff, from designing a district–wide agreement that meets some or all of the requirements under s. 121.02 (1) (b) and (q), Stats. The agreement shall be submitted to the state superintendent for approval.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.246 Educational agencies under s. 115.31 (1) (b), Stats. (1) In order to support the licensing requirements of educators under this chapter, private educational agencies, including but not limited to, religious or nonsectarian schools, or associations of private religious or nonsectarian schools may meet the requirements of this subchapter.

(2) In order to support the licensing requirements of educators under this chapter, public educational agencies required to employ licensed staff shall meet the requirements of this subchapter.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

Subchapter VI — Licensing Continuation And Conversion

PI 34.25 License continuation. Teachers holding licenses with an issue date prior to July 1, 2004, will not be required to obtain a new license level or category under subch. VII. A license under this section may continue to be renewed as specified under s. PI 34.18 (2).

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.26 License conversion. (1) Teachers holding licenses described under s. PI 34.25 may convert an existing license to a license in a related level or category under subch. VII by submitting a portfolio to the department for evaluation. The portfolio shall include all of the following:

(a) Evidence of successful, relevant teaching experience that includes some direct observation of skills.

(b) Letters of recommendation from professional colleagues.

(c) Evidence of completion of relevant course work, conferences or workshops based on established standards.

(2) If a license is not approved under sub. (1), a person holding the license may appeal the decision. For teachers, appeals shall be made to the state superintendent. The professional standards council may establish procedures to hear appeals referred. If the professional standards council agrees to hear an appeal, it shall, upon completion of its deliberations, make a recommendation to the state superintendent. The state superintendent shall issue a decision concerning the appeal.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

Subchapter VII — Teaching Categories And Levels

PI 34.27 Teaching categories at the early childhood and early childhood through middle childhood levels. (1) GENERAL. (a) The state superintendent shall issue licenses based on pupil developmental levels upon successful completion of an approved program at that developmental level.

(b) In this section:

1. "Early childhood level" means the approximate ages of birth through 8.

2. "Early childhood through middle childhood level" means the approximate ages of birth through 11.

(c) Formal application of definitions of an early childhood level and early childhood through middle childhood level shall be determined by each school district through a collaborative process to include community, district personnel and school board members and shall be based on the organizational structure of the schools and the philosophy and needs of the district.

(d) Licenses may be issued under this section to individuals who complete an approved program including evidence of meeting the standards in s. PI 34.02, the requirements in s. PI 34.15 (4), and the content knowledge test described under s. PI 34.15 (2) (a) 3. a.

(2) EARLY CHILDHOOD - REGULAR EDUCATION. An applicant who completes an approved program may be issued a license under this section to teach early childhood classes as specified by a school district under sub. (1) (c).

(3) EARLY CHILDHOOD - SPECIAL EDUCATION. An applicant who completes an approved program may be issued a license under this section to teach special education early childhood classes.

(4) EARLY CHILDHOOD THROUGH MIDDLE CHILDHOOD - REGULAR EDUCATION. An applicant who completes an approved program may be issued a license under this section to teach early childhood through middle childhood classes as specified by the school district under sub. (1) (c).

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.28 Teaching categories middle childhood through early adolescence level. (1) GENERAL. (a) The state superintendent shall issue licenses based on pupil developmental levels upon successful completion of an approved program at that developmental level.

(b) In this section "middle childhood through early adolescence level" means the approximate ages of 6 through 12 or 13. Formal application of definitions of a middle childhood through early adolescence level shall be determined by each school district through a collaborative process to include community, district personnel and school board members and shall be based on the organizational structure of the schools and the philosophy and needs of the district.

(c) Licenses may be issued under this section to individuals who complete an approved program including evidence of meet-

ing the standards in s. PI 34.02, the requirements under s. PI 34.15 (4), and the content knowledge test described under s. PI 34.15 (2) (a) 3. a.

(2) MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE – REGULAR EDUCATION. An applicant for a license under this subsection shall demonstrate proficiency in the standards in s. PI 34.02 and complete a minor approved by the state superintendent in one of the categories or subcategories in s. PI 34.29 or 34.30. In order to be licensed, an individual must complete an approved program in the license area. A license under this section allows the holder to teach any category, except a foreign language, in a self–contained classroom; and the following categories in a departmentalized or other school organization pattern:

(a) Language arts.

(b) Mathematics.

(c) Science.

(d) Social studies.

(e) Health.

(3) MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE – SPECIAL EDUCATION. (a) A license under this subsection allows the holder to teach in a program serving pupils who are identified as learning disabled, cognitively disabled or emotionally disturbed.

(b) Candidates for a license under this subsection shall demonstrate proficiency in the standards in s. PI 34.02 including knowledge, abilities and dispositions specific to special education and complete an approved program in cross categorical special education with a concentration in one of the subcategories in par. (c).

(c) The following special education subcategories are available as individual licenses and shall be included in the cross categorical special education program:

1. Cognitive disabilities.

2. Emotional disturbance.

3. Learning disabilities.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.29 Teaching categories at the early adolescence through adolescence level. (1) GENERAL. (a) The state superintendent shall issue licenses based on pupil developmental levels upon successful completion of an approved program at that developmental level.

(b) In this section "early adolescence through adolescence level" means the approximate ages of 10 through 21. Formal application of definitions of an early adolescence through adolescence level shall be determined by each school district through a collaborative process to include community, district personnel and school board members and shall be based on the organizational structure of the schools and the philosophy and needs of the district.

(c) Licenses may be issued under this section to individuals who have completed an approved program major in a category or subcategory, who have met the standards in s. PI 34.02 and who have completed both of the following:

1. The requirements under s. PI 34.15 (4).

2. A content knowledge test that incorporates the Wisconsin model academic standards in a category described under s. PI 34.15 (2) (a) 3. a.

(d) Individuals who complete the requirements under par. (c) may also be issued a license in the following categories or subcategories at the early adolescence through adolescence level by completing an approved program in the category or subcategory that equates to a college minor as follows:

1. The subcategories under sub. (2) (a) 1. a. to c., (b) 1. a. and b., (c) 1. a. to c. and (d) 1. a. to f.

2. The categories in s. PI 34.30 (2) (d), (g), (h), and (n).

(2) EARLY ADOLESCENCE THROUGH ADOLESCENCE – REGULAR EDUCATION. (a) *Language arts.* 1. In order to qualify for a license under this paragraph, an individual shall have completed a language arts program major or a major in one of the subcategories under this subdivision. The language arts program shall include competencies in each of the subcategories listed in this subdivision with a concentration in at least one of the subcategories. A concentration is required to teach upper level high school courses in the specific subject subcategory. The following subcategories are available as individual licenses and shall be included in the broad–field language arts license:

a. English literature and composition.

b. Journalism.

c. Speech communication.

2. In order to be licensed under this paragraph, an individual shall complete a program that incorporates the Wisconsin model academic standards for language arts, including all of the following strands:

a. Reading, including the use of phonics in teaching reading.

b. Literature.

c. Writing.

d. Language.

e. Oral language.

f. Media and technology including computer technology and its use in teaching.

g. Research and inquiry.

(b) *Mathematics or computer science.* 1. In order to qualify for a license under this paragraph, an individual shall have completed a program major or a major in one of the subcategories under this subdivision. The mathematics and computer science program shall include competencies in both subcategories. A concentration is required to teach upper level high school courses in mathematics or computer science. The subcategories referred to in this subdivision are as follows:

a. Mathematics.

b. Computer science.

2. In order to be licensed in mathematics or computer science, an individual shall complete a program that incorporates the Wisconsin model academic standards, including all of the following strands:

a. Mathematical processes.

b. Number operations and relationships.

c. Geometry.

d. Measurement.

e. Statistics and probability.

f. Algebraic relationships.

g. Use of computer technology in teaching and learning.

(c) *Science.* 1. In order to qualify for a license under this paragraph, an individual shall have completed a science program major or a major in one of the subcategories under this subdivision. The science program shall include competencies in each of the subcategories listed under this subdivision with a concentration in at least one of the subcategories. A concentration is required to teach upper level high school courses in the specific subject subcategories. The following subcategories are available as individual licenses and shall be included in the broad–field science license:

a. Physical science, which includes chemistry and physics.

b. Earth and space science.

c. Life and environmental science, which includes biology and environmental studies.

2. In order to be licensed under this paragraph, an individual shall complete a program that incorporates the Wisconsin model academic standards for science, including all of the following strands:

a. Science connections.

b. Nature of science.

c. Science inquiry.

d. Physical science.

e. Earth and space science.

f. Life and environmental science.

g. Science applications.

h. Science in personal and social perspectives.

(d) *Social studies.* 1. In order to qualify for a license under this paragraph, an individual shall have completed a social studies program major or a major in one of the subcategories under this subdivision. The social studies program shall include competencies in each of the subcategories listed in this subdivision with a concentration in at least one of the subcategories. A concentration is required to teach upper level high school courses in the specific subject subcategory. The following subcategories are available as individual licenses and shall be included in the broad–field social studies license:

a. Geography.

b. History.

c. Political science and citizenship.

d. Economics.

e. Psychology.

f. Sociology.

2. In order to be licensed under this paragraph, an individual shall complete a program that incorporates the Wisconsin model academic standards for social studies, including all of the following strands:

a. People, places and environments.

b. Time, continuity and change.

c. Power, authority, governance and responsibility.

d. Production, distribution, exchange and consumption.

e. Individuals, institutions and cultures.

(3) EARLY ADOLESCENCE THROUGH ADOLESCENCE – SPECIAL EDUCATION. (a) A license under this subsection allows the holder to teach in a program serving pupils who are identified as learning disabled, cognitively disabled or emotionally disturbed.

(b) Candidates for a license under this subsection shall demonstrate proficiency in the standards in s. PI 34.02 including knowledge, abilities and dispositions specific to special education and complete an approved program in cross categorical special education with a concentration in one of the subcategories in par. (c).

(c) The following special education subcategories are available as individual licenses and shall be included in the cross categorical special education program:

1. Cognitive disabilities.

2. Emotional disturbance.

3. Learning disabilities.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

PI 34.30 Teaching categories at the early childhood through adolescence level. (1) GENERAL. (a) The state superintendent shall issue licenses based on pupil developmental levels upon successful completion of an approved program at that developmental level.

(b) In this section "early childhood through adolescence level" means a wide range of all ages in public schools.

(c) Licenses may be issued under this section to individuals who complete an approved initial educator program including evidence of meeting the standards in s. PI 34.02, the requirements under s. PI 34.15 (4), and the content knowledge test described under s. PI 34.15 (2) (a) 3. a. for the teaching category.

(2) TEACHING CATEGORIES EARLY CHILDHOOD THROUGH ADOLESCENCE – REGULAR AND SPECIAL EDUCATION LICENSES. A license may be issued under this subsection to an individual who has completed an approved program in a license category with at least a major and has the institutional endorsement that an approved program in professional education has been successfully completed. An applicant who has completed an approved program and is issued a license under pars. (a) to (d), (f) to (k) or (m) to (n) may be issued an additional license at the early adolescence through adolescence level under s. PI 34.29 (2) (a) 1. a. – c., (b) 1. a. and b., (c) 1. a. – c., or (d) 1. a. – f., or under the categories in pars. (d), (g), (h), and (n) if the applicant completes coursework in the additional disciplines that equates to a college minor. Licenses are available in the following categories:

(a) *Agriculture education.* In order to qualify for a license to teach agriculture, an applicant shall complete a program that incorporates Wisconsin's model academic standards for agriculture education, including all of the following strands:

1. Global agricultural systems.

2. Agricultural technology and information.

3. Leadership in agriculture.

4. Agriscience and production.

5. Ecology and environment.

6. Agribusiness management and marketing.

(b) *Art.* In order to qualify for a license to teach art, an applicant shall complete a program that incorporates Wisconsin's model academic standards for visual art, including all of the following strands:

1. Visual memory and knowledge.

2. Art history, citizenship, and environment.

3. Visual design and production.

4. Practical applications.

5. Visual communication and expression.

6. Visual media and technology.

7. Art criticism.

8. Visual thinking.

9. Visual art and personal and social development.

10. Cultural and aesthetic understanding.

11. Making connections.

12. Visual imagination and creativity.

(c) *Business education.* In order to qualify for a license to teach business education, an applicant shall complete a program that incorporates Wisconsin's model academic standards for business education, including all of the following strands:

1. Business communication in the workplace.

2. Information systems and technology.

3. Financial procedures for allocation of resources.

4. Economics.

5. Entrepreneurship.

6. Marketing.

7. International business.

8. Principles of management.

9. Principles of law.

10. Interpersonal and leadership skills.

11. Career development.

(d) *Dance.* In order to qualify for a license to teach dance, an applicant shall complete a program that incorporates Wisconsin's model academic standards for dance, including all of the following strands:

1. Motor learning.

2. Kinesthetic awareness.

3. Improvisation.

4. Choreography.

5. Critical and creative thinking skills.

6. Communication and expression through dance.

7. Appreciation of dance.

8. Connections to other disciplines and cultures.

9. Healthful living through dance.

10. Technology and dance.

(e) *Deaf or hard of hearing.* In order to qualify for a license to teach pupils who are deaf or hard of hearing, an applicant shall meet all of the following:

1. Demonstrated knowledge and understanding of all of the following:

a. Introduction to hearing impairment.

b. Curriculum and methods for teaching deaf or hard of hearing pupils at the appropriate level.

c. Language problems and development for the deaf or hard of hearing.

d. Speech for the deaf or hard of hearing.

e. Speech reading and auditory training for the deaf or hard of hearing.

f. Manual communication.

2. Completed student teaching deaf or hard of hearing pupils at the appropriate level.

(f) *Family and consumer education.* In order to qualify for a license to teach family and consumer education, an applicant shall complete a program that incorporates Wisconsin's model academic standards in family and consumer education, including all of the following strands:

1. The continuing concerns of the family.

2. Reasoned action to accomplish family goals.

3. Personal and social responsibility within families and communities.

4. The work of family.

5. The influence of family on an individual's total development.

(g) *Foreign language and English as a second language.* 1. In order to qualify for a license to teach foreign language or English as a second language, an applicant shall complete a program that incorporates Wisconsin's model academic standards for foreign language or English as a second language, including all of the following strands:

a. Communication, including interpersonal communication in another language, interpretive listening and reading, and presentational speaking and writing.

b. Culture, including practices and perspectives of culture and products and perspectives of culture.

c. Connections, across disciplines and between different perspectives.

d. Comparisons, including language and cultural comparisons.

e. Communities, including practical applications and personal enrichment.

2. The following licenses in foreign language may be issued:

a. French.

b. German.

c. Latin.

d. Russian.

e. Spanish.

f. English as a second language.

g. Other foreign languages.

(h) *Health.* In order to qualify for a license to teach health, an applicant shall complete a program that incorporates Wisconsin's model academic standards for health, including all of the following strands:

1. Health promotion and disease prevention.

2. Healthy behaviors.

3. Goal setting and decision making to enhance health.

4. Access to health information and services.

5. Culture, media and technology influences on health.

6. Communicating health information.

7. Health advocacy.

(i) *Marketing education.* In order to qualify for a license to teach marketing, an applicant shall complete a program that incorporates Wisconsin's model academic standards for marketing education, including all of the following strands:

1. Entrepreneurship.

2. The free enterprise system.

3. Global marketing.

4. Marketing functions.

5. Critical thinking skills in marketing.

6. Marketing applications.

7. Life–work development.

8. Marketing technology.

9. Organizational leadership.

(j) *Music — choral, general, or instrumental music.* In order to qualify for a license to teach choral, general, or instrumental music, an applicant shall complete a program that incorporates Wisconsin's model academic standards in music, including all of the following strands:

1. Performance.

2. Creativity.

3. Literacy.

4. Response.

5. Connections.

(k) *Physical education.* In order to qualify for a license to teach physical education, an applicant shall complete a program that incorporates Wisconsin's model academic standards in physical education, including all of the following strands:

1. Leading an active life style.

2. Physical skill development.

3. Learning physical skills.

4. Physical activity and well being.

5. Health enhancing fitness.

6. Responsible social and personal behavior.

7. Diversity in physical activity settings.

(L) *Speech and language pathology.* In order to qualify for a speech and language pathology license, an applicant shall meet all of the following:

1. Has a master's degree in communicative disorders.

2. Training within the undergraduate and graduate program shall include a minimum of the following:

a. Speech disorders.

b. Language disorders.

c. Hearing disorders and hearing evaluation.

d. Hearing habilitative and rehabilitative procedures.

3. Professional education and training to include course work in all of the following:

a. Methods or procedures in school speech and language programs.

b. Understanding and use of augmentative and nonverbal communication modes and systems.

4. Three hundred fifty hours of supervised practicum with 100 hours in a school setting to include experiences with a wide range of communicative disorders.

(m) *Technology education.* In order to qualify for a license to teach technology education, an applicant shall complete a program that incorporates Wisconsin's model academic standards in technology education, including all of the following strands:

1. The nature of technology.

2. Technological systems.

3. Human ingenuity in technological activity.

4. The effects of technology on society and the environment.

(n) *Theatre.* In order to qualify for a license to teach theatre, an applicant shall complete a program that incorporates Wiscon-

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sin's model academic standards for theatre, including all of the following strands:

1. Play analysis and meaning for individuals and society.

2. Acting skills.

3. Research and analysis of presentation, audience, and interconnections.

4. Assessment and reflection of one's own work and the work of others.

5. Creating and interpreting scenes and productions as playwright, designer, director and manager.

(o) *Visual impairment.* In order to qualify for a license to teach visually impaired pupils, an applicant shall complete a program that incorporates all of the following:

1. Philosophical, historical and legal foundations of special education and the area of blind and visual impairment.

2. Characteristics of blind and visually impaired learners, including structure and functions of the eye.

3. Assessment, diagnosis, and evaluation of blind and visually impaired persons.

4. Instructional content for blind and visually impaired learners.

5. Instructional strategies to plan effective learning environments for blind and visually impaired learners.

6. Student teaching of blind and visually impaired learners.

7. The national literary Braille competency test.

8. Coursework in methods of teaching Braille and experience in teaching Braille to school age children. To be accepted under this subdivision, teaching experience shall be based on documentary evidence to be approved by the state superintendent and may include a practicum or student teaching.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

Subchapter VIII — Pupil Services Categories

PI 34.31 Pupil services categories. Licenses may be issued in the following pupil services categories at the early childhood through adolescence level to individuals who complete an approved program, demonstrate proficiency in the standards in s. PI 34.04 and meet the additional requirements under this subchapter. Specific competencies for the separate license categories shall be determined by the state superintendent based on the recommendations made by the professional standards council under s. 115.425, Stats.

(1) SCHOOL COUNSELOR. (a) A license as a school counselor may be issued to an applicant who has completed or possesses both of the following:

1. A master's degree from an approved school counseling and guidance program and the institutional endorsement.

2. One of the following:

a. Eligibility for a license to teach or completion of an approved program and 2 years of successful teaching experience at the early childhood through adolescence level.

b. An approved one–year, full–time internship in school counseling at the early childhood through adolescence level.

c. A minimum of 2 years of successful experience as a licensed school counselor. "Successful experience" in this subparagraph means experience as a licensed school counselor in an assigned position of one–half time or more as a school counselor under the supervision of a cooperating school counselor and a written recommendation from the school system administration.

(b) A 3–year nonrenewable license may be issued to an applicant who has obtained the institutional endorsement and has completed all requirements except the requirement in par. (a) 2. This three–year license may be issued for an individual to meet the requirement in par. (a) 2. c.

(2) SCHOOL NURSE. This license is not required. An applicant for a school nurse license shall be a registered nurse in Wisconsin and shall have received a bachelor's degree in nursing which includes a school nursing practicum and an institutional endorsement.

(3) SCHOOL PSYCHOLOGIST. (a) A school psychologist license may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses all of the following:

1. An approved program for the preparation of school psychologists, resulting in a doctor of philosophy, doctor of psychology, doctor of education, education specialist degree, or the equivalent, including a master's degree, as determined by the institution and approved by the state superintendent.

2. Completion of one of the following:

a. Two years of successful experience as a school psychologist under the supervision of a cooperating school psychologist and a written recommendation from the school system administration.

b. An internship in school psychology under the supervision of a cooperating school psychologist and a written recommendation from the school system administration. The internship shall be part of the approved program.

(b) A 3–year nonrenewable license may be issued to an applicant who has obtained the institutional endorsement and has completed all requirements except the requirement in par. (a) 2. This 3–year license may be issued for an individual to meet the requirement in par. (a) 2. a. or b.

(4) SCHOOL SOCIAL WORKER. (a) A license may be issued to an applicant who has obtained an institutional endorsement and has completed or possesses all of the following:

1. A master's degree in social work.

2. Completion of one of the following:

a. Two years successful experience as a school social worker under the supervision of a cooperating school social worker and a written recommendation from the school system administration.

b. An internship in school social work under the supervision of a cooperating school social worker and a written recommendation from the school system administration. The internship shall be part of the approved program.

(b) If the requirements under par. (a) 2. are not met, a 3–year nonrenewable license may be issued to an applicant who has completed all of the following:

1. At least 2 years of social work experience dealing with children and youth. One year of this experience shall be completed at the elementary, middle or secondary level in a school, or in an agency whose major responsibility is to serve children and youth and whose program is recognized by the institution.

2. Institutional endorsement.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

Subchapter IX — Administration Categories

PI 34.32 Administration Categories. (1) GENERAL. Licenses may be issued in the administration categories listed under subs. (2) through (10) at the early childhood through adolescent level to individuals who are endorsed by an institution as having completed an approved program that certifies competence in the standards listed in s. PI 34.03 and who meet the requirements under this subchapter. Specific competencies for the separate license categories shall be determined by the state superintendent based on recommendations made by the professional standards council under s. 115.425, Stats. A license under subs. (2) through (5), (8), or (9) is required for individuals who supervise and evaluate other professional staff. An applicant for a license under this subchapter shall meet all of the following requirements:

(a) *Degree.* 1. An applicant for a superintendent license shall have completed a specialist degree or the equivalent. Except as specified under subd. 2., for all other licenses under this sub-

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chapter, the applicant shall have completed an approved master's degree program or the equivalent in the area of administration; or a master's degree or the equivalent and an approved program leading to a license under this subchapter.

2. An applicant for any program coordinator license is required to hold a bachelor's degree.

(b) *Professional education.* 1. Except as specified in subd. 2., the applicant shall meet one of the following requirements:

a. The applicant shall hold or be eligible to hold any license to teach at the early childhood through adolescence level or shall have completed an approved program leading to a license to teach.

b. The applicant shall hold or be eligible to hold a license as a school counselor, a school psychologist, or a school social worker, or shall have completed an approved program leading to one of these licenses.

2. An applicant for school business administrator license or a program coordinator license is not required to meet the requirements in subd. 1., except as specified under sub. (7), unless he or she wants to become certified in another administrative category.

(c) *Experience.* 1. Except as specified in subd. 2., the applicant shall have completed one of the following:

a. Three years of successful full–time classroom teaching at any of the grades at the early childhood through adolescence level.

b. Three years of successful experience as a school counselor, a school psychologist, or a school social worker, which includes evidence of at least 540 hours of successful classroom teaching experience.

2. An applicant for school business administrator license or any program coordinator license is not required to meet the requirement in subd. 1. unless he or she applies to become certified in another administrative category.

(2) PRINCIPAL. The principal license is required for a person to serve as a principal or an assistant principal in an elementary, middle, or secondary level school. For a license under this subsection, the applicant shall have completed an approved program or the equivalent leading to licensure as a principal.

(3) SCHOOL DISTRICT ADMINISTRATOR OR SUPERINTENDENT. Except as specified under s. 119.32 (7), Stats., the superintendent license is required for a person to serve as a superintendent or an assistant superintendent. In addition, s. 118.24 (2) (d), Stats., permits the superintendent to designate herself or himself to serve as principal or teacher in any school under her or his supervision while the person is employed and serving as a licensed superintendent. For the initial or regular license, the applicant shall meet the following requirements:

(a) The applicant shall hold or be eligible to hold a principal license.

(b) The applicant shall have completed an approved program or the equivalent leading to licensure as a superintendent.

(4) DIRECTOR OF INSTRUCTION. A director of instruction license is required for a person to serve as supervisor, coordinator or director of curriculum, instruction or staff development. For a license under this subsection, the applicant shall have completed an approved program or the equivalent leading to the director of instruction license.

(5) DIRECTOR OF SPECIAL EDUCATION AND PUPIL SERVICES. (a) Except as specified under par. (b), a director of special education and pupil services license is required for a person to administer a special education program or a pupil services program, or both. For a license under this subsection, the applicant shall have completed an approved program leading to licensure as a director of special education and pupil services.

(b) Persons who hold a current special education supervisor – level A license may be issued a license under this subsection.

(6) SCHOOL BUSINESS ADMINISTRATOR. (a) Except as specified under s. 119.32 (7), Stats., the school business administrator license is required for any person who has primary budget and fiscal responsibility in the school district.

(b) The applicant shall have successfully completed an approved program leading to licensure as a school business administrator.

(7) PROGRAM COORDINATOR. A program coordinator license to administer the following programs is required if the holder does not otherwise have a license under this chapter:

(a) *Special school programs.* Program coordinator licenses in the following categories shall meet the requirement in sub. (1) (b):

1. Dean of students.
2. School to work.
3. Education for employment.
4. Local vocational education coordinator.
5. Gifted and talented.
6. Title 1.
7. Children at risk.

(b) *Non–instructional coordinators.* Program coordinator licenses in the following categories may be issued to applicants who complete an approved program and have the institutional endorsement for the position:

1. Personnel.
2. Research.
3. Standards and assessment.
4. Athletics and co–curricular programs.
5. School network administrator.
6. Public relations.
7. Other non–instructional positions as determined by local districts.

(8) READING SPECIALIST. A reading specialist license is required for any person who directs early childhood through adolescence reading programs or works with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading. A reading specialist license may be issued to an applicant who has completed an approved program and who has received the institutional endorsement for the reading specialist license, and who has both of the following:

(a) A reading teacher license under s. PI 34.33 (6).

(b) A master's degree with a major emphasis in reading and the ability to demonstrate expertise in each of the following:

1. Guiding and directing the kindergarten through grade 12 program.

2. Field experience in kindergarten through grade 12 reading programs.

3. Research related to reading.

4. Supervision of instruction.

5. Content area reading for the reading specialist.

(9) INSTRUCTIONAL LIBRARY MEDIA SUPERVISOR. An instructional library media supervisor license is required for any person who is responsible for supervising and evaluating professional staff in addition to directing the district library media program. A license may be issued to an applicant who has 3 years of successful school library media experience, who has completed an approved program for instructional library media supervisor, and who has the institutional endorsement.

(10) INSTRUCTIONAL TECHNOLOGY COORDINATOR. An instructional technology coordinator license is required for any person who is responsible for the direction and administration of the instructional computing and other instructional technology at the district level. A license may be issued to an applicant who has completed an approved program for instructional technology coordinator and who has the institutional endorsement for the license.

(11) ONE YEAR LICENSES FOR SCHOOL ADMINISTRATION. The department may issue a one–year license to serve as an adminis-

trator to a person who does not fully meet the requirements for a license under this subchapter, only as follows:

(a) The employing school board shall make the request to the department, in writing.

(b) The applicant shall have been admitted to an approved program leading to a license for the administrative position.

(c) The applicant shall submit a written plan to the department describing how he or she will complete the approved program within 2 years. The written plan shall be approved by the institution offering the approved program and by the employing school board.

(d) To receive a one–year license to serve as a superintendent, the applicant shall possess a master's degree or the equivalent.

(e) A license under this subsection may be renewed one time for one year, upon the written request made by formal action of the school board and with satisfactory evidence from the institution offering the approved program that the applicant can complete the approved program in one additional year.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

Subchapter X — Supplementary Categories

PI 34.33 Supplementary categories. Except as specified under sub. (1) (c), in order to receive a license issued under a supplementary category under this subchapter, an individual shall hold or be eligible to hold a teaching license issued by the department under subch. VII. Licenses under this subchapter may be issued in the following categories:

(1) ADAPTIVE EDUCATION, ADAPTIVE PHYSICAL EDUCATION AND ASSISTIVE TECHNOLOGY. (a) *Adaptive education.* A license in adaptive education may be issued to an applicant who holds a license issued under subch. VII, and who has completed an approved program, including a concentration in adaptive education, which includes demonstrated knowledge and understanding in all of the following:

1. Psychology and nature of a child with disabilities.

2. Modification of content, instructional strategies and the learning environment for children with disabilities and other children with special needs in the regular education setting.

3. A practicum in adaptive education in the area of licensure.

(b) *Adaptive physical education.* A license in adaptive physical education may be issued to a person who holds a physical education license, and who has completed an approved program, including a concentration in adaptive physical education, which includes demonstrated knowledge and understanding in all of the following:

1. Psychology and nature of a child with disabilities.

2. Modification of content, instructional strategies and the learning environment in physical education.

3. A practicum in adaptive physical education.

(c) *Assistive technology.* A license in assistive technology may be issued to a person who holds a license in deaf or hard of hearing, visually impaired, occupational therapy, physical therapy, speech and language pathology, emotional disturbance, cognitive disabilities, learning disabilities, early childhood special education or cross categorical special education and who has completed a concentration in assistive technology including all the following:

1. Psychology and nature of a child with disabilities.

2. Curriculum modification and instructional strategies through use of assistive technology.

(2) ALTERNATIVE EDUCATION PROGRAM. (a) Any person employed in an alternative education program shall hold an appropriate license issued by the department or an alternative education program license.

(b) An appropriate license held by a person employed in an alternative education program shall be in the pupil developmental level or subject, which he or she is teaching except as follows:

1. A person holding a middle childhood through early adolescence level license may teach the basic skills of reading, language arts, and mathematics to adolescent level students for high school credit if the grade level of the curriculum taught does not exceed the grade level of the teacher's license.

2. A person holding a license to teach may teach outside his or her area of licensing if the instruction is in collaboration with a properly licensed teacher. Under this paragraph, a properly licensed teacher shall be licensed at the pupil developmental level and in the subject area being taught and shall diagnose the pupils' educational needs, prescribe teaching and learning procedures, and evaluate the effects of the instruction.

3. Except as specified in subd. 2., an applicant for an alternative education program license shall possess a license to teach and shall receive an endorsement from a Wisconsin approved program verifying the applicant has met the competencies specified in s. PI 34.02. An alternative education program license may be issued for a period of 5 years and allows the holder to teach any subject specified under ss. PI 8.01 (2) (L) 3. and 18.03 in the early adolescent through adolescent level if the holder volunteers for that assignment.

(3) BILINGUAL–BICULTURAL EDUCATION. Any person who has a specific assignment to teach in a bilingual–bicultural educational program shall be licensed as a bilingual–bicultural teacher. A license may be issued to an applicant who meets all of the following requirements:

(a) Holds a license in the category and level of the bilingual–bicultural teaching assignment.

(b) Is proficient in English and in the target language.

(c) Has completed an approved program in bilingual–bicultural education at the developmental level of the license being sought that is the equivalent to a minor including all of the following:

1. Coursework in cultural and cross–cultural studies including all of the following:

a. Contemporary social problems with emphasis on the bilingual–bicultural child.

b. Culture of the target group or groups.

c. Analysis contrasting the target culture or cultures with other cultures.

d. Bilingual–bicultural field experiences in the community of the target group or groups.

e. Has demonstrated competency in foundations of bilingual–bicultural education, including rationale, history, and survey of existing models.

f. Has demonstrated theory and methodology of teaching the bilingual–bicultural pupil in both English and in the target language in the category of licensure.

g. Has completed language study which develops knowledge relating to phonology, morphology, and syntax in the target language as these elements contrast with English.

h. Has completed a student teaching experience in bilingual–bicultural education.

(4) COACHING ATHLETICS. This license is not required. A license to coach athletics may be issued to an applicant who holds a valid Wisconsin license under this chapter and has obtained the institutional endorsement for the license to coach athletics or an applicant who is eligible for or holds a license in physical education based on a physical education major.

(5) DRIVER EDUCATION. (a) A license to teach driver education and traffic safety education may be issued to an applicant who has completed or possesses all of the following:

1. A Wisconsin teacher or pupil service license.

2. A valid driver's license.

3. At least 3 years driving experience while holding a valid driver's license.

4. An acceptable driving record. In this paragraph, "acceptable" means an individual may not have more than 6 demerit points or a major violation charged by the Wisconsin department of transportation or the equivalent authority from another state in one 12 month period.

5. At least 15 semester credits of approved coursework in driver and safety education, which shall include all of the following:

a. A basic driver education course.

b. An advanced driver education course.

c. A general safety course.

d. Behavioral aspects of accident prevention.

e. Alcohol and drugs and their relationship to traffic safety.

f. At least 10 hours of supervised experience in teaching practice driving.

(b) A two–year nonrenewable license may be issued to an applicant if he or she meets all of the following:

1. The applicant meets the requirements under par. (a) 1. to 4.

2. The applicant has completed at least 6 of the credits required under par. (a) 5 a. and b. and experience required under par. (a) 5. f.

3. The applicant has a Wisconsin license and has been employed by the school district for at least 3 years as described under s. 118.21, Stats.

4. The employing school district requests, in writing, that the department grant the applicant a license under this section.

(c) Individuals who hold a Wisconsin life license under s. PI 34.17 (1) and who held an initial driver education license with an effective date no later than July 1, 1980, may renew a driver education license by meeting the requirement under s. PI 34.18 (2) (f) or by attending 3 annual department approved traffic safety related conferences and 3 traffic safety related workshops within the 5 years immediately preceding renewal of his or her driver education license.

(d) A driver education license under this section may be revoked in accordance with subch. XII if any of the following occurs:

1. The license holder does not maintain an acceptable driving record as specified under par. (a) 4.

2. The license holder is convicted of operating a motor vehicle while intoxicated under the laws of this state or under the equivalent authority from another state.

3. The license holder has a driver's license that has been suspended or revoked by the department of transportation or the equivalent agency in another state.

(5g) GIFTED AND TALENTED. A license in gifted education may be issued to an applicant who holds a regular license under subch. VII and who has completed an approved program including a concentration in gifted, talented, and creative education, which includes demonstrated understanding and competence in all of the following:

(a) The educational psychology of the gifted, talented and creative.

(b) The ability to develop differentiated curricula and to modify content, process, and product expectations as a means of achieving differentiated learning outcomes.

(c) The ability to recognize, recommend, and use alternative instructional strategies, including the use of technologies, to facilitate development of differentiated learner outcomes.

(d) The ability and demonstrated performance in working with the gifted. This performance shall be demonstrated through a practicum, an internship, or supervised activity in working with the gifted, talented, and creative.

(e) Demonstrated understanding of program models, methods, and general strategies for meeting the educational needs of the talented and creative. These include, but are not limited to, acceleration, enrichment, flexible grouping, resource rooms, mentorships, and independent study.

(f) The ability to develop, implement, and evaluate programs.

(g) The ability to work collaboratively with colleagues, families, community groups, university faculty, and resource people to facilitate appropriate educational experiences for the gifted, talented, and creative.

(h) Operational knowledge of ss. 118.35 and 121.02 (1) (t), Stats., s. PI 8.01 (2) (t), and the Wisconsin gifted education model.

(5m) INSTRUCTIONAL LIBRARY MEDIA SPECIALIST. (a) In order to qualify for an instructional library media specialist license, an applicant shall complete a [an approved] program that incorporates Wisconsin's model academic standards for library media, including all of the following strands:

1. Media and technology.

2. Information and inquiry.

3. Independent learning.

4. The learning community.

(b) In order to receive a professional educator license under this subsection, an applicant shall have a master's degree or the equivalent in an approved library media services program.

(6) READING TEACHER. Any person who has a specific assignment to teach reading shall hold a reading teacher license. A reading teacher license to teach at the early childhood through adolescence level shall be issued to an applicant who has completed an approved program and who has received the institutional endorsement for the reading teacher license and who meets all of the following requirements:

(a) Eligibility to hold a Wisconsin license to teach or completion of an approved teacher education program.

(b) Two years of successful regular classroom teaching experience.

(c) Proficiency in the teaching of reading that includes a practicum in teaching reading in all of the following:

1. Developmental reading for pupils in the early childhood through adolescent level.

2. Assessment and instructional techniques for readers with special needs.

3. Language development.

4. Learning disabilities.

5. Content area reading.

6. Literature for children or adolescents.

(7) URBAN EDUCATOR. (a) Effective July 1, 1998, any person employed in an urban school district in a city of the first class who holds a valid teaching license may apply for an urban education license. This license is not required. In order to qualify for the urban education license, a teacher shall provide evidence of meeting the following competencies:

1. The ability to promote and ensure academic success for all learners.

2. The ability to create and teach a rigorous academic, integrated, and multicultural curriculum including thematic units to meet the needs of diverse learners.

3. The ability to function as an effective teacher in an urban school.

4. The ability to organize and manage a positive learning environment.

5. The ability to work as an effective member of a teaching team utilizing community–based learning and hand–on projects.

6. The ability to communicate effectively and collaborate with all stakeholders, including parents, guardians, and caregivers as equal partners in the learning enterprise.

7. The ability to use modern technologies and information systems effectively to enhance learning.

8. The ability to adhere to a professional code of conduct as an urban teacher.

9. The ability to engage in a system of growth and inquiry derived from a continual evaluation of learners' progress.

(b) The urban education license recognizes the holder as competent in the abilities listed in par. (a) and authorizes the holder to practice these competencies as a teacher in an urban school.

(c) Evidence of successfully meeting the competencies in par. (a) may be verified by one of the following:

1. A Wisconsin approved program.

2. A school district in a city of the first class.

3. An independent agency recognized by the state superintendent.

(d) Successful completion of the requirements for the urban teacher license shall meet the license renewal requirements under s. PI 34.18 (2) (f).

(8) VOCATIONAL EDUCATION. Any person who has a specific assignment to teach an advanced level occupational skills course in grades 9 through 12 shall hold a vocational license under this section. A license to teach a vocational subject listed under par. (c) may be issued to an applicant who meets all of the following requirements:

(a) Demonstrates competency in principles, issues or philosophy of vocational education and a course in organization and administration of cooperative education programs.

(b) Demonstrates related occupational experience preceding application for the license. The number of required hours of occupational experience for each vocational license is specified in par. (c), and the requirement shall be met in one of the following ways:

1. Paid occupational experience in related occupations.

2. Paid occupational experience in related occupations for at least 60% of the required clock hours, and up to 40% in either or a combination of the following:

a. Graduate credits in technical subjects specifically related to the vocational subject for which the license is being sought. One semester credit equals 95 clock hours of occupational experience.

b. Attendance at workshops specifically related to the vocational subject for which the license is being sought. One clock hour of workshop experience may equal up to 3 hours of occupational experience. Approval of the state superintendent shall be obtained prior to attendance at the workshop.

c. Department approved occupational internships completed for college or university credit. One hour of paid occupational internship equals 3 hours of paid occupational experience.

(c) Meets requirements for the specific vocational license, as follows:

1. Business education related occupations. The applicant shall have completed an approved program in business education, shall hold a business education license and shall have completed 2,000 clock hours of related occupational experience.

2. Marketing education. A marketing education license is required to teach marketing education and marketing related courses such as sales, merchandising, retailing, promotion, management, entrepreneurship, enterprise, advertising, distributive and marketing cooperative education. The applicant shall have completed an approved program in marketing education and 4,000 clock hours of related occupational experience.

3. Family and consumer education related occupations. For the family and consumer education related occupations license, the applicant shall have completed an approved program in family and consumer education major, hold a family and consumer education license and shall have completed 2,000 hours of related occupational experience of which 1,000 hours shall be in the specific area in which the license will be sought.

4. Technology related occupations. For the technology related occupations license, the applicant shall have completed an approved program in technology education, hold a technology education license, and shall have completed 2,000 hours of related occupational experience of which 1,000 hours shall be in the specific area in which the license will be sought.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

Subchapter XI — Additional Licenses

PI 34.34 Additional licenses. Licenses issued in the following categories do not require completion of an approved program or institutional endorsement from a college or university for issuance. Unless otherwise noted, licenses under this subchapter are issued for 5 years. Renewal requirements, if any, are specified under each license section.

(1) CHARTER SCHOOL INSTRUCTIONAL STAFF LICENSE. (a) A charter school instructional staff license may be issued to an individual who holds a valid license issued by the department and shall have the same renewal interval and renewal requirements as the existing license. A license issued under this subsection authorizes the holder to perform any instructional duty in a charter school established under s. 118.40, Stats.

(b) The district administrator or a designated official of the employing school district or charter schools under s. 118.40 (2r), Stats., may request that a license be issued under this subsection on behalf of the individual receiving the license.

(2) CHARTER SCHOOL INSTRUCTIONAL STAFF PERMIT. (a) An individual who does not hold a current license or permit issued by the department to teach in a specific category and developmental level or does not hold a charter school instructional staff license under sub. (1) may be employed as a member of the instructional staff in a charter school if he or she obtains a charter school instructional staff permit from the department. A 1–year permit under this subsection may be issued if all of the following apply:

1. A district administrator or designated official of the employing school district or charter school under s. 118.40 (2r), Stats., requests the permit following a search for a qualified, licensed individual.

2. The individual receiving the permit has a bachelor's degree in the subject that he or she is assigned to teach or in a related field, or has formal proof of mastery in a trade that he or she is assigned to teach.

3. Except as specified under subd. 4., the individual receiving the permit receives 6 credits of training or the equivalent each school year that he or she is employed in a charter school. These credits shall be part of an approved license program in the assigned teaching area.

4. An individual who holds a terminal degree in his or her field and who is a full–time employe of an approved teacher preparation institution in Wisconsin or an individual who has formal proof of mastery in a trade and who is a full–time employe of a Wisconsin technical college district board is exempt from the requirement under subd. 3.

5. A permit holder's practice shall be coordinated, directed, and inspected by a person who is licensed by the department to teach the subject or trade that the permit holder is teaching.

(b) An individual may renew a permit under this paragraph if he or she meets the requirements under par. (a).

(3) EDUCATIONAL INTERPRETER – DEAF OR HARD OF HEARING LICENSE. (a) Any person employed by a school system to interpret for pupils who are deaf or hard of hearing as part of that pupil's special education program shall hold a license under this subsection. Except as specified in par. (b) and subs. (4) to (6), an applicant for an educational interpreter for pupils who are deaf or hard of hearing license shall complete or possess all of the following:

1. Evidence of coursework proficiency in the following content that equates to at least a minor at the professional educator level, including all of the following:

a. Public speaking skills.

b. Written English communication.

c. Child and adolescent development.

d. Psychological, social, and cultural aspects of people who are deaf or hard of hearing.

e. Orientation to deafness, which shall include terminology, related to hearing loss, pathological perspectives, educational programs, and cultural perspectives of people who are deaf.

f. Language development in children who are deaf or hard of hearing.

g. Competence in special education.

h. Theories of the various forms of visual communication used while interpreting, such as American Sign Language, manually coded English and oral interpreting.

i. Issues in educational settings such as theory, role and function, instructional support services, note–taking and classroom management in the prekindergarten through grade 12 setting.

j. Ethical and professional practices.

2. A practicum of at least 150 hours in the early childhood through adolescence level, 2 semesters of successful experience for at least 50% time as an educational interpreter or certification from the national registry of interpreters for the deaf.

3. Competence in oral interpreting which is the process of delivering a spoken message in a manner that is most visible via speechreading, or certification from the national registry of interpreters for the deaf as an oral interpreter. In this paragraph, "speechreading" means the practice of communicating using a combination of lip–reading, residual hearing, natural gestures and context clues.

4. a. Except as specified under subd. 4. b., the applicant shall have demonstrated competence in the area of interpreting for individuals who are deaf or hard of hearing which includes the following: Skill development in the use of American sign language and expressive interpreting which is the process of changing spoken English into American sign language, skill development in the use of signed forms of English and expressive transliterating which is the process of changing spoken English into a signed form of English, and skill development in understanding messages delivered in sign language and in sign to voice which is the process of changing a signed text into spoken English.

b. Applicants holding a valid department of health and family services quality assurance verification under ch. HFS 77 shall provide the department with evidence of such verification which the department shall apply as 6 semester credits to be divided equally among the competency requirements of subd. 4. a.

(b) Interpreters holding certification from the national registry of interpreters for the deaf, including the comprehensive skills certificate, interpretation certificate, transliteration certificate, certificate of interpretation, certificate of transliteration, or reverse skills certification, may be issued a license under this section if 6 semester credits of coursework selected from one or more of the requirements under par. (a) 1. c., f., g. or i have been completed.

(c) A license under this subsection may be renewed if the applicant completes the requirements under subd. 1. and one of the requirements under subd. 2. or 3. as follows:

1. a. Except as specified under subpar. b, the applicant shall successfully complete the educational interpreter performance assessment with a score of 3 or better. This assessment may be accepted as equivalent to 1 semester credit under subd. 2. and may be completed twice during each 5 year license period for a total of 2 credits. One educational interpreter performance assessment under this subparagraph and one Wisconsin interpreting and transliterating assessment at a level 4 for both interpretation and transliteration, or one educational interpreter performance assessment under this subdivision and proof of maintaining certification or taking an interpretation or transliteration performance test, regardless of the score, through the registry of interpreters for the deaf may be accepted as equivalent to 2 semester credits under subd. 2.

b. Educational interpreters who work as oral interpreters are exempt from meeting the requirement under subpar. a. if a letter of verification is submitted to the department from the employing school district stating that the interpreter works as an oral interpreter only.

2. An applicant shall receive 6 credits of continuing professional education from an accredited 2 or 4 year college or university. A person serving as a mentor may earn up to 2 credits in meeting the requirement under this subdivision.

3. An applicant shall complete a professional development plan under s. PI 34.18 (2).

Note: The Educational Interpreter Performance Assessment is available through the Department of Public Instruction, Division of Learning Support: Equity and Advocacy, 125 South Webster Street, Madison, WI 53707–7841.

The Wisconsin Interpreting and Transliterating Assessment is available through the Office for the Deaf and Hard of Hearing, Department of Health and Family Services, 2917 International Lane, Madison, WI 53707–7842.

The National Certification for Interpretation, Transliteration, and Oral Assessments are available through the National Registry of Interpreters for the Deaf Inc., 8630 Fenton Street, Suite 324, Silver Spring, MD 20910.

(4) EDUCATIONAL INTERPRETER – DEAF OR HARD OF HEARING TWO YEAR LICENSE. (a) A two–year educational interpreter – deaf or hard of hearing license may be issued to an applicant who meets the requirements under sub. (3) (a) 4. a. but lacks requirements under sub. (3) (a) 1., 2., or 3.

(b) A two–year license may be issued to an applicant who meets the requirements under sub. (3) (b) but lacks the specified credits.

(c) A two–year license under this subsection may be renewed, if between the date of issuance and the proposed renewal date, the applicant has made satisfactory progress toward removal of the deficiencies under sub. (3) (a) 1., 2., or 3., or the credit deficiencies under sub. (3) (b).

(5) EDUCATIONAL INTERPRETER – DEAF OR HARD OF HEARING SUBSTITUTE LICENSE. A five–year substitute educational interpreter – deaf or hard of hearing license may be issued to an applicant who meets one of the following:

(a) Holds or is eligible to hold an educational interpreter license.

(b) Holds the equivalent license in another state.

(c) Is at least 18 years of age, holds a valid certificate from the national registry of interpreters for the deaf or department of health and family services quality assurance verification under ch. HFS 77 or the equivalent.

(d) Proof of completion of an interpreter training program.

(6) EDUCATIONAL INTERPRETER – DEAF OR HARD OF HEARING ONE YEAR PERMIT. (a) A one–year educational interpreter – deaf or hard of hearing permit which authorizes the holder to be employed as an educational interpreter may be issued to a person who seeks a license as an educational interpreter for pupils who are deaf or hard of hearing but does not meet the license requirements for an educational interpreter. A permit issued under this subsection is valid for a period not to exceed one year and expires on June 30, unless an earlier expiration is stated on the permit. The district administrator or designated official of the employing school district shall request a permit in writing with full explanation and justification of the need. The request shall state that a search was conducted for a fully licensed educational interpreter for pupils who are deaf or hard of hearing and that a fully licensed educational interpreter is not available.

(b) The district administrator or designated official of the employing school district may request that a permit be renewed. The permit may be renewed if, between the date of issuance and the proposed renewal date, the applicant satisfactorily makes progress toward meeting the licensing requirements under sub. (3).

(7) INDIAN HOME SCHOOL COORDINATOR, LANGUAGE AND CULTURE AIDE LICENSE. (a) A license to serve as an aide or home–

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school coordinator in an American Indian language and culture education program shall be issued as specified under s. 115.28 (17) (b), Stats., to an applicant who is recommended as competent to serve in the position by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee described under s. 115.735, Stats.

(b) The designee of the tribal council or the local American Indian parent advisory committee shall be competent in the target Indian language and knowledgeable about the history and culture of the target Indian population.

(c) A license to serve as an aide in an American Indian language and culture program is not mandatory.

(8) INDIAN LANGUAGE, HISTORY AND CULTURE LICENSE. (a) 1. A license to teach Indian language or to teach Indian history and culture in an American Indian language and culture education program may be issued as specified under s. 115.28 (17) (a), Stats., to an applicant who holds or is eligible for a teaching license and who is recommended by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee described under s. 115.735, Stats., as possessing the following competencies and who provides the department with evidence of possessing the following competencies:

a. To teach Indian language, the applicant shall demonstrate the ability to read, speak, write English and the target Indian language with fluency and accuracy and the ability to teach the target Indian language.

b. To teach Indian history and culture, the applicant shall demonstrate knowledge and understanding of the history and culture of the target pupil population and the ability to teach the history and culture of the target pupil population.

2. The designee of the tribal council or of the local American Indian parent advisory committee shall be competent in the target Indian language and knowledgeable about the history and culture of the target Indian population.

(b) 1. A two–year license to teach Indian language or to teach Indian history and culture in an American Indian language and culture education program may be issued as specified under s. 115.28 (17) (a), Stats., to an applicant who does not meet the requirements of par. (a) 1. who is recommended by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee as possessing the following competencies and who provides the department with evidence of possessing the following competencies:

a. To teach Indian language, the applicant shall demonstrate his or her ability to read, speak and write English and the target Indian language with fluency and accuracy and the ability to teach the target Indian language.

b. To teach Indian history and culture, the applicant shall demonstrate knowledge and understanding of the history and culture of the target pupil population, and the ability to teach the history and culture of the target pupil population.

2. The designee of the tribal council or of the local American Indian parent advisory committee shall be competent in the target Indian language and knowledgeable about the history and culture of the target Indian population.

(c) 1. A license under par. (a) may be issued upon verification of 2 years of successful teaching experience under par. (b) when recommended by the employing school or alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee as possessing the following competencies:

a. To teach Indian language, the applicant shall demonstrate the ability to plan and organize instructional materials, units, and lessons designed to instruct pupils in the use of the target Indian language; the ability to analyze the sound systems, grammatical forms, and syntax of the target Indian language and English and to apply that knowledge to the process of teaching the target Indian language; the ability to develop drills and exercises that develop pupil awareness of the structure of both the target Indian language and English; the ability to guide pupils toward informal conversation in the target Indian language; knowledge of the principles and theories of child, young adolescent, or adolescent growth and development, as appropriate to the level or levels of licensure, and the relationship of that knowledge to teaching the target Indian language.

b. To teach Indian history and culture, the applicant shall demonstrate the ability to plan and organize instructional materials, units, and lessons designed to instruct pupils in the history and cultural traditions of the target Indian population; the ability to classify the principal ways in which the target Indian culture resembles and differs from that of the non–Indian culture of the United States; the ability to draw from personal experience in order to create a variety of learning situations which bring the reality of the target Indian culture closer to the pupil; the ability to devise teaching methods appropriate to the culture of the target Indian population; the ability to develop, encourage, and promote pupil participation in activities and events which reflect the contemporary ways of life of the target Indian culture; knowledge of the principles and theories of child, young adolescent, or adolescent growth and development, as appropriate to the level or levels of licensure, and the relationship of that knowledge to teaching the target Indian history and culture.

2. The designee of the tribal council or of the local American Indian parent advisory committee shall be competent in the target Indian language and knowledgeable about the history and culture of the target Indian population.

(9) INDIAN LANGUAGE AND CULTURE – SCHOOL COUNSELOR LICENSE. A license to serve as a school counselor in an American Indian language and culture program may be issued under s. 115.28 (17) (b), Stats., to an applicant who holds or is eligible for a license as a counselor and who is recommended by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee and who provides the department with evidence of possessing knowledge and understanding of the culture and traditions of the target pupil population.

(10) ORIENTATION AND MOBILITY LICENSE. (a) A license in orientation and mobility at the early childhood through adolescence level shall be issued to an applicant who has completed all of the following:

1. Demonstrated knowledge and understanding of all of the following:

a. Child or adolescent psychology.

b. Measurement and evaluation.

c. Psychology of education or educational psychology.

d. Curriculum and methods of instruction.

2. An orientation and mobility program approved by the association for education and rehabilitation of the blind and visually impaired.

(b) A license under this subsection may be renewed upon successful completion of 6 semester credits of professional development or requirements specified in s. PI 34.18 (2).

(11) PROFESSIONAL TEACHING PERMITS. (a) A permit, which authorizes the holder to teach mathematics, science, music, art, foreign language or computer science may be issued to a person who meets all of the qualifications under this subdivision. The ini-

tial permit shall be issued for a 2–year period and may be renewed for a 5–year period as specified under pars. (f) and (g).

(b) An applicant who holds a bachelor's degree in engineering, music, art, foreign language, computer science, mathematics or science and meets the requirements under s. 118.192 (2), Stats., may be issued a permit to teach in the subject area corresponding to the applicant's degree. Under this subdivision, a certificate issued by the American sign language teachers association, which verifies teacher competency in instructing American sign language, shall be considered the equivalent of a bachelor's degree. A person holding a certificate issued by the American sign language teachers association may be issued a permit to teach the content in s. 118.017 (2), Stats. A person holding a bachelor's degree in engineering may be issued a permit to teach the subject areas of mathematics, science, or technology education. An applicant for a permit under this subdivision is subject to a background investigation required under s. 118.19 (10), Stats. To receive a permit under this subdivision, an applicant shall satisfactorily complete an alternative teacher training program consisting of approximately 100 hours of formal instruction in the application of modern curricula in the subject area in which he or she holds a degree. A fee sufficient to cover the costs of the program may be charged to applicants.

(c) Successful completion of the 100–hour alternative teacher training program under par. (b) shall be measured by receiving a passing score on a standardized examination under s. PI 34.15 (2) (a) as determined by the state superintendent in the major that certifies the applicant's competency to teach in the subject area in which he or she will receive a permit.

(d) Upon satisfactory completion of the alternative teacher training program under par. (c), an initial 2–year permit shall be issued which authorizes the holder to teach the subject area in which he or she holds a permit. The initial 2–year permit holder shall be supervised by a teacher who holds a Wisconsin license. In this paragraph, "supervised" means the licensed teacher is available to coordinate, direct, and inspect the practice of the person holding the initial permit. An initial permit holder may not be hired to remove a regularly licensed teacher from his or her position.

(e) The state superintendent may contract with qualified providers for the 100–hour alternative teacher training program under par. (b).

(f) An initial permit issued under this subdivision may be renewed for 5 year periods upon successful completion of the 2–year permit period. Successful completion of the 2–year initial permit period under this subparagraph shall be measured by positive testimony from the supervising teacher and building administrator that the initial permit holder has achieved basic competence in the commonly accepted standards of teaching under s. PI 34.02. Successful completion of the initial 2–year permit period may be interpreted as equivalent to the requirements under s. 118.19 (3) (a), Stats.

(g) The requirements in s. PI 34.18 (2) apply to subsequent renewals of the permit.

(12) SCHOOL AUDIOLOGIST LICENSE. (a) Any person employed by a public school as a school audiologist shall hold a license under this subsection. Except as specified in par. (b), an applicant for the school audiologist license shall complete or possess all of the following:

1. Knowledge of the standards listed in subch. II.

2. Educational psychology including principles and theories of learning.

3. Methods and procedures in school audiology programs including the relationship with, and content of school pupil service programs. This requirement may be met by prior experience upon the recommendation of the accredited institution.

4. Alternative communication systems including signed language systems, their implications for the social, emotional and educational development of children, and methods for effective communication with children who use them.

5. At least 50 hours of a supervised practicum providing audiology services in a school setting, or equivalent experience while employed as a school audiologist by a public or private school or school district.

6. A master's degree in audiology from an institution accredited by the educational standards board of the American speech–language–hearing association.

(b) A person who holds a master's degree in audiology from any accredited institution and who has been successfully employed by a school or school district as a school audiologist prior to July 1, 1994, on a full–time basis for 2 semesters, or the equivalent, may be issued a license under this subsection.

(c) A license under this subsection may be renewed upon successful completion of 6 semester credits of professional development or requirements specified in s. PI 34.18 (2).

(13) SCHOOL AUDIOLOGIST PERMIT. (a) A one–year school audiologist permit which authorizes the holder to be employed as a school audiologist may be issued to a person who has a master's degree in audiology from any accredited institution and who seeks a license as a school audiologist but does not meet all the license requirements under sub. (12) (a). A permit issued under this subsection is valid for a period not to exceed one year and expires on June 30, unless an earlier expiration is stated in the permit.

(b) The district administrator or designated official of the employing school district shall request a permit in writing with full explanation and justification of the need. The request shall state that a search was conducted for a fully licensed school audiologist and that a fully licensed audiologist is not available.

(c) The district administrator or designated official of the employing school district may request that a permit be renewed. This permit may be renewed if, between the date of issuance and the proposed renewal date, the applicant completes 6 semester credits toward full licensure as specified under sub. (12) (a).

(14) SCHOOL OCCUPATIONAL THERAPIST LICENSE. Any person employed by a school system as a school occupational therapist shall hold a license under this subsection. A license as a school occupational therapist may be issued to an applicant who is certified as an occupational therapist by the medical examining board.

(15) SCHOOL OCCUPATIONAL THERAPY ASSISTANT LICENSE. Any person employed by a school district as a school occupational therapy assistant shall hold a license under this subsection. A license as a school occupational therapy assistant may be issued to an applicant who is certified as an occupational therapy assistant by the medical examining board.

(16) SCHOOL PHYSICAL THERAPIST LICENSE. Any person employed by a school district as a school physical therapist shall hold a license under this subsection. A license as a school physical therapist may be issued to an applicant who is licensed as a physical therapist by the physical therapists affiliated credentialing board.

(17) SCHOOL PHYSICAL THERAPIST ASSISTANT LICENSE. Any person employed by a school district as a school physical therapist assistant shall hold a license under this subsection. A license as a school physical therapist assistant may be issued to an applicant who has graduated from a physical therapist assistant associate degree program accredited by the American physical therapy association.

(18) SPECIAL EDUCATION PROGRAM AIDE LICENSE. Any person employed by a school district as a special education program aide shall hold a license under this subsection. A license as a special education program aide may be issued to an applicant who is at least 18 years of age and is recommended by the district administrator of the employing school district, the administrator of a

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CESA or his or her designated official to receive a license under this section.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

Subchapter XII — License Revocation

PI 34.35 License revocation, reinstatement and denial. (1) DEFINITIONS. In this section:

(a) "Applicant" means any person who applies for a license, permit or other certificate from the department.

(b) "Hearing examiner" means the person designated to preside over the hearing, make findings of fact, conclusions of law and issue a proposed decision and order.

(c) "Immoral conduct" means conduct or behavior which is contrary to commonly accepted moral or ethical standards and endangers the health, welfare, safety or education of any pupil.

(d) "Incompetency" means a pattern of inadequate performance of duties or the lack of ability, legal qualifications or fitness to discharge required duties, and which endangers the health, welfare, safety or education of any pupil.

(e) "License denial hearing" means a class 1 proceeding as defined in s. 227.01 (3) (a) Stats., in which an applicant may appeal the state superintendent's denial of an application for a license.

(f) "Licensee" means a person holding a license or having the right to renew a license.

(g) "Notice" means the notice of probable cause and intent to revoke a license.

(h) "Reinstatement" means restoring the rights, privileges and authority previously revoked.

(i) "Restrict" means to impose conditions and requirements upon the holder of the license or permit, and to limit the scope of the holder's practice.

(j) "Revoke" means to terminate a license, permit or other certificate and all rights, privileges and authority previously conferred and associated with the license, including the right to renew the license.

(k) "State superintendent" means the superintendent of public instruction for the state of Wisconsin or his or her designee.

(L) "Suspend" means to completely and absolutely withdraw and withhold for a period of time all rights, privileges and authority previously conferred by the license or permit.

(2) STANDARDS FOR REVOCATION. (a) The state superintendent may revoke any license issued by the department for incompetency or immoral conduct on the part of the licensee. In making a decision to revoke a license, the state superintendent shall adhere to the following standards.

1. A license may be revoked for immoral conduct if the state superintendent establishes by a preponderance of the evidence that the person engaged in immoral conduct.

2. A license may be revoked for incompetency if the state superintendent establishes by a preponderance of the evidence that the incompetency endangers the health, welfare, safety or education of any pupil.

(b) The state superintendent shall revoke any license as provided in s. 115.31 (6m), Stats.

(c) The state superintendent shall restrict or suspend any license as provided in s. 115.315, Stats.

(d) The state superintendent shall revoke any license as provided in s. 115.31 (2g), Stats.

(e) The state superintendent may revoke the license of a person whose license had been revoked in another state.

(3) COMPLAINT, INVESTIGATION AND PROBABLE CAUSE. (a) *Complaint.* 1. The state superintendent shall, at his or her initiative or upon receipt of a written complaint, make inquiries necessary to determine whether to conduct an investigation which may lead to license or permit revocation.

2. The state superintendent shall acknowledge, in writing, any written complaint and notify the complainant whether an investigation is being conducted which may result in the subsequent revocation of a person's license.

(b) *Investigation.* 1. If the state superintendent determines that an investigation should be conducted, the state superintendent shall appoint a person to serve as the investigator and shall notify the licensee that an investigation is proceeding and of the nature of the complaint or allegation. The licensee shall have an opportunity to respond to the investigator regarding the complaint or allegation.

2. Except as provided in s. 115.31 (6) (b), Stats., as authorized in ss. 19.35 (1) and 19.85 (1) (b), Stats., during the course of the investigation the state superintendent, the investigator and any department employe involved in the investigation shall maintain as confidential all files, communications and other information pertaining to the investigation.

(c) *Probable cause.* 1. If, based upon the investigation, the state superintendent finds no probable cause for license revocation, the state superintendent shall promptly notify the licensee and the complainant that the investigation is concluded and that there is no probable cause for license revocation.

2. If, based upon the investigation, the state superintendent finds probable cause for license revocation, the state superintendent shall promptly issue the notice informing the licensee of the specific charges, of the licensee's right to request a hearing, and of the state superintendent's intent to revoke the license. The state superintendent shall notify the complainant and the school board or other public or private educational agency employing the licensee in a licensed capacity of the finding of probable cause and of the specific charges.

3. The state superintendent shall notify the licensee that within 30 days following service of the notice, the licensee may request a hearing on the revocation. The notice shall inform the licensee that if a hearing is not requested within the 30 day period, the licensee's license shall be revoked without a hearing. Notice of the probable cause and intent to revoke may be served by mailing a copy to the last known address or by any other procedure described in s. 801.14 (2), Stats. Service by mail is complete upon mailing.

4. Upon receipt of the licensee's written request for a hearing, the state superintendent shall schedule a hearing not later than 90 days after receipt of the licensee's request and shall provide the licensee with at least 20 days written notice of the hearing date. The hearing shall be conducted as a class 2 proceeding under subch. III of ch. 227, Stats.

5. The notice of the date of the hearing may be served by mailing a copy to the licensee at the last known address or by any procedure described in s. 801.14 (2), Stats. Service by mail is complete upon mailing.

(4) ANSWER AND DISCOVERY. (a) *Answer.* 1. If the licensee has requested a hearing on the revocation of his or her license, the licensee shall file an answer with the state superintendent within 10 days following the licensee's written request for a hearing.

2. The licensee's answer shall state in short and plain terms the defenses to each cause for revocation asserted and shall admit or deny each allegation upon which the notice relies. If the licensee is without knowledge or information sufficient to form a belief as to the truth of an allegation, the licensee shall so state and this will have the effect of a denial. The licensee shall make denials as specific denials of designated allegations or paragraphs, but if the licensee intends in good faith to deny only a part of an allegation, the licensee shall specify so much of it as true and material and shall deny only the remainder.

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3. The licensee shall set forth affirmatively in the answer any matter constituting an affirmative defense.

4. Specific allegations in the notice of probable cause and intent to revoke a license are admitted when not specifically denied in the answer.

(b) *Discovery.* The department and the licensee may, prior to the date set for the hearing, obtain discovery by use of methods described in ch. 804, Stats., for the purposes set forth therein. Protective orders, including orders to terminate or limit examinations, deadlines within which discovery shall occur, orders compelling discovery, sanctions provided in s. 804.12, Stats., or other remedies as are appropriate for failure to comply with such orders may be made by the hearing examiner.

(5) CONDUCT OF HEARINGS. (a) *Hearing examiners.* 1. License revocation, license reinstatement and license denial hearings shall be presided over by a hearing examiner appointed by the state superintendent.

2. A hearing examiner presiding over a hearing has the authority described in s. 227.46 (1), Stats.

(b) *Procedure.* The department and the licensee shall have the right to appear in person or with counsel, to call, examine and cross–examine witnesses and introduce evidence into the record.

(c) *Record.* 1. A stenographer, electronic or other record shall be made of all hearings in which testimony of witnesses is offered as evidence.

2. Upon filing a written request with the state superintendent, any person may obtain a written transcript of any disciplinary hearing and shall be charged a reasonable compensatory fee. A person who requests a written transcript for the purposes of appeal and who demonstrates indigence to the satisfaction of the department may be provided with a copy of the transcript at no expense.

(d) *Motions.* All motions, except those made at a hearing, shall be in writing filed with the hearing examiner and a copy served upon the opposing party not later than 10 days before the time specified for hearing the motion.

(e) *Adjournments.* The hearing examiner may, for good cause, grant continuances, adjournments and extensions of time.

(f) *Subpoenas.* Subpoenas for the attendance of any witness at a hearing in the proceeding may be issued in accordance with s. 885.07 (5), Stats. Service shall be made in the manner provided in s. 805.07 (5), Stats. A subpoena may command the person to whom it is directed to produce the books, papers, documents or tangible things designated therein.

(g) *Briefs.* The hearing examiner may require the filing of briefs.

(h) *Settlements.* All stipulations or settlement agreements disposing of any investigation may not be effective or binding in any respect until reduced to writing, signed by the licensee and approved by the state superintendent.

(i) *Default.* If the licensee fails to answer as required in sub. (4) (a) 1. or fails to appear at the license revocation hearing at the time affixed therefor, the licensee is in default and the state superintendent may make findings and enter an order without hearing on the basis of the notice of probable cause and intent to revoke licenses and other evidence. The state superintendent may, only upon showing good cause, relieve the licensee from the effect of such findings and permit the licensee to answer and defend the notice of probable cause.

(j) *Proposed decision.* 1. The hearing examiner shall prepare a proposed decision and opinion, as well as findings of fact and conclusions of law in a form that may be adopted as the final decision and order in the case within 60 days of the close of the hearing record.

2. The proposed decision shall be served by the hearing examiner on all parties with a notice providing each party an opportunity to file objections and written argument with respect to objections. Any party may file objections and arguments to the proposed decision within 10 days of the date of the proposed decision.

(k) *Final decision.* The state superintendent shall issue a final decision under s. 227.47, Stats., within 60 days of receipt of the hearing examiner's proposed decision.

(L) *Witness fees.* Witnesses subpoenaed at the request of the hearing examiner or the department shall be entitled to compensation from the state for attendance and travel as provided in chapter 885, Stats.

(6) REQUEST AND HEARING FOR REINSTATEMENT. (a) Upon written request from a person whose license has been revoked, the state superintendent shall conduct a hearing to consider the reinstatement of the license. The hearings shall be conducted as a class 1 proceeding under subch. III of ch. 227, Stats.

(b) A license may be reinstated if the person whose license has been revoked establishes by a preponderance of the evidence that the cause of the revocation no longer exists and that reinstating the license will not endanger the health, welfare, safety or education of pupils. However, a license previously revoked based on a criminal conviction of any Class A, B, C or D felony under ch. 940 or 948, Stats., occurring on or after September 12, 1991, except for a violation of s. 940.08 or 940.025, Stats., may only be reinstated if both of the following apply:

1. Six years following the date of the conviction have elapsed.

2. The licensee establishes by clear and convincing evidence that the cause of the revocation no longer exists and that reinstating the license will not endanger the health, welfare, safety or education of pupils.

(7) STANDARDS FOR DENIAL OF LICENSE. (a) The state superintendent shall deny, refuse to renew or refuse to revalidate a license as provided in s. 118.19 (1m) (a) and (b), (1r) (a) and (b), Stats.

(b) The state superintendent may deny, refuse to renew or refuse to revalidate a license to a person who has engaged in immoral conduct or incompetence.

(c) The state superintendent shall deny a license to a person who has not met the requirements for licensure as provided in this chapter and s. 118.19, Stats.

(d) The state superintendent shall deny a license to a person as provided in s. 118.19 (4), Stats.

(e) The state superintendent may deny or refuse to renew a license to a person who has provided a false, inaccurate or incomplete application.

(f) The state superintendent may deny licensure to a person whose license has been revoked in another state.

(8) PROCEDURES ON DENIAL OF LICENSE. (a) *Denial.* The state superintendent may deny, refuse to renew, or refuse to revalidate licensure to any applicant by informing the applicant, in writing, of the decision. The state superintendent shall inform the applicant that the applicant may request a hearing within 30 days after receipt of the notice denying the licensure by serving the state superintendent a written request containing all of the following:

1. The applicant's name and address.

2. The type of license for which the applicant has applied.

3. The reasons why the applicant requests a hearing.

4. The facts which the applicant intends to prove at the hearing.

5. A description of the mistake the applicant believes was made, if the applicant claims that the denial of license is based on a mistake in fact or law.

(b) *Procedure.* 1. The state superintendent shall hold the license denial hearing and make a final decision within 60 days after the receipt of the proposed decision.

2. The license denial hearing shall be conducted as a class 1 proceeding under s. 227.01 (3) (a), Stats.

3. Service of a notice of denial of licensure may be made by mail addressed to the applicant at the last address filed in writing

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by the applicant. Service by mail is complete on the date of mailing.

4. If the applicant fails to appear at the license denial hearing the state superintendent shall dismiss the applicant's request for a hearing.

5. All hearing procedures provided in sub. (5), except sub. (5) (i), shall apply to hearings under this paragraph.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.

Subchapter XIII — Professional Standards Council

PI 34.36 Professional standards council. (1) DEFINITION. In this subchapter, "labor organization" means an association of employe organizations that represents the public policy, labor and professional interests of teachers.

(2) CREATION. There is created a professional standards council for teachers in the department of public instruction. The state superintendent shall appoint a professional standards council for teacher licenses.

(3) MEMBERS. The professional standards council for teachers shall consist of the following members, nominated by the state superintendent of public instruction and with the advice and consent of the senate appointed:

(a) Two persons licensed and actively employed as elementary school teachers in the public schools, recommended by the largest statewide labor organization representing teachers.

(b) Two persons licensed and actively employed as middle school, junior high school or senior high school teachers in the public schools, recommended by the largest statewide labor organization representing teachers.

(c) Two persons licensed and actively employed as pupil services professionals, as defined in s. 118.257 (1) (c), Stats., in the public schools, recommended by the largest statewide labor organization representing teachers.

(d) One person licensed and actively employed as a special education teacher in the public schools, recommended by the largest statewide labor organization representing teachers.

(e) Two other persons licensed and actively employed as teachers in the public schools, recommended by the largest statewide labor organization representing teachers.

(f) One person licensed as a teacher and actively employed in a private school, recommended by the Wisconsin association of nonpublic schools.

(g) One person actively employed as a public school district administrator, recommended by the Wisconsin association of school district administrators.

(h) One person actively employed as a public school principal, recommended by the association of Wisconsin school administrators.

(i) One faculty member of a department or school of education in the university of Wisconsin system, recommended by the president of the university of Wisconsin system.

(j) One faculty member of a department or school of education in a private college in Wisconsin, recommended by the Wisconsin association of independent colleges and universities.

(k) One additional faculty member, appointed from the list of persons recommended under par. (i) or (j).

(L) Two members of public school boards, recommended by the Wisconsin association of school boards.

(m) One person who is a parent of a child who is enrolled in a public school.

(n) One person who is a student enrolled in a teacher preparatory program, located in this state, that leads to initial licensure as a teacher.

(4) DUTIES. The professional standards council for teachers shall do all of the following:

(a) Advise the state superintendent on standards for the licensure of teachers, including initial licensure and maintenance and renewal of licenses, to ensure the effective teaching of a relevant curriculum in Wisconsin schools.

(b) Propose to the state superintendent standards for evaluating and approving teacher education programs, including continuing education programs.

(c) Provide to the state superintendent an ongoing assessment of the complexities of teaching and the status of the teaching profession in this state.

(d) Propose to the state superintendent policies and practices for school boards and state and local teacher organizations to use in developing effective teaching.

(e) Propose to the state superintendent standards and procedures for revoking a teaching license.

(f) Propose to the state superintendent ways to recognize excellence in teaching, including the assessment administered by the national board for professional teaching standards and master educator licensure, and to assist teachers to achieve excellence in teaching.

(g) Propose to the state superintendent effective peer assistance and peer mentoring models, including evaluation systems, and alternative teacher dismissal procedures for consideration by schools boards and labor organizations.

(h) Review and make recommendations regarding administrative rules proposed by the department that relate to teacher preparation, licensure and regulation.

(i) Propose to the state superintendent alternative procedures for the preparation and licensure of teachers.

(j) Report annually to the standing committees in each house of the legislature that deal with education matters on the activities and effectiveness of the council.

History: Cr. Register, April, 2000, No. 532, eff. 5–1–00.